

Because of a minor fault, all candidates regardless of their sex, have been shown as "female". Rather than having the results re-run, which would involve delay, I am despatching them as received in the hope that you will effect the appropriate amendments where necessary—letter to heads from the East Anglian Examinations Board.

Government to list special school places

by Diane Spencer

The Government intend to improve the system of placing handicapped children in special schools by issuing details of all special schools.

Mr Fred Mulley, the Secretary of State for Education and Science, told an international conference on special education organized by the Joint Council for the Education of Handicapped Children at Kent University, Canterbury, this week that the list follows the assessment system outlined in the circular last March. This made it clear that educationists, not doctors, should recommend a child for special education. Detailed descriptions of the schools would be made available to psychologists or special education advisors to match the child more accurately to the appropriate place.

Mr Mulley said teachers of the handicapped were often unrealistic in their aims. Because the school programme of a profoundly deaf child could be planned and time allocated to speech training, the teacher would have made some realistic assumptions about how the child would communicate in adult life. If a severely mentally handicapped child found reading difficult, and if there were more important skills for him to acquire, was it realistic enough for them to spend a lot of time at school in drills directed towards reading?

Mr Mulley warned that realism did not mean imposing low standards which cannot be raised. Special schools could fall into the trap of exaggerating their protective role and becoming "cosy and undemanding institutions".

The most vital aim was to develop a satisfactory method of communication. Although handicapped children with their handicaps may be source of strength, it is a sign of failure of the handicapped if they cannot communicate.

Mr Mulley said that the Government were concerned with the education of all children, not just those with severe handicaps. He said that the Government were concerned with the education of all children, not just those with severe handicaps.

She told the conference that the money could be better spent. "After all, one place costs £10,000 a year. You could give the child his own teacher and his own social worker for a whole year. All the while he is kept from out of the way for two or three years—they do not solve the problem."

Special educationists were responsible for these children, also for those who are socially and emotionally deprived and those with disturbed behaviour. The first years were vital for later emotional, intellectual and educational development, yet as a society we have spread their knowledge and widen their own experience.

In my last article I argued that the conservative position in education had an overwhelming strength, and a struggle which the radicals should accept—their argument that replacing a valuable tradition of morality and high standards by a kind of messy pragmatism does no service to anybody. But I also argued that the conservative stance had a weakness: it was a tradition, not a principle. It was a tradition of certain academic institutions which the radicals should accept—their argument that replacing a valuable tradition of morality and high standards by a kind of messy pragmatism does no service to anybody.

In education, this is reflected in all sorts of ways. There is, for example, the decline of monogamous institutions. It is an inevitable corollary of the changing role of the family that the monogamous institutions have been driven to the margins. The decline of monogamous institutions is an inevitable corollary of the changing role of the family that the monogamous institutions have been driven to the margins.

There is nothing in the Oxford and Cambridge tradition which is incompatible with contemporary society. On the contrary, its concern for the common good of its members, that all people who are

Nuffield head in plea to save physics

by Mary Hoffman

Physics may disappear as a separate subject in some secondary schools, Dr Clifford Butler, director of the Nuffield Foundation, told the international conference on physics education in Edinburgh on Wednesday.

He called for an urgent review of school physics: "I am very worried about the long term role of physics as a subject for schools prior to the age of 16", he said.

Comprehensive education and the chronic shortages of mathematics and science teachers meant that physics would probably have to form part of a general science course before 16. And for the 16-19 year olds, physics concentrated too much on the needs of future specialists, and ignored the needs of engineers and others.

Roll down

The number of children in Inner London Education Authority county primary schools fell by nearly five per cent last year according to the annual census of pupils and teachers carried out in January. With extra teachers, these schools now enjoy a pupil:teacher ratio of 19.8.

The fall in voluntary aided primary schools was less—nearly 2 per cent—and their pupil:teacher ratio is 21.4. There were nearly 8,000 fewer pupils in primary schools altogether, a reduction from 217,132 to 209,208.

The ILA said their secondary school rolls have nearly peaked, increasing by only 652 last year. Extra staff here meant slight improvement in the pupil:teacher ratio, from 15.0 to 14.9.



PERSONAL COLUMN

John Vaizey Common cause

Part of the difficulty is, of course, that while the growth of education in Britain has not been excessive by the standards of the affluent western world, the collapse of our economy has been wholly unexpected. It is not that our standards of educational provision are too high, but that the performance of our economy is too low. At the same time, the progress has been made in the past few years has been gradual and not dramatic. In the absence of a genuine comprehensive education, high standard public education

Children's readers are 'empty and bland'

by Mary Hoffman

"Most children's readers are racist, sexist and class-biased," said Mr Asher Cashdan, president of the United Kingdom Reading Association, in Manchester this week. Books used in schools were usually irrelevant to the needs and interests of children, as well as misleading. Readers will show family life in the suburbs revolving around the child, but most children lived in cities in families that are rarely child-centred.

Addressing delegates at the twelfth annual conference of UKRA, Mr Cashdan, a child psychologist, said that children soon got the idea that anything reflecting their own lives and experiences was "not a real book". This was what made genuine working-class children's literature implausible. But even when texts were not positively biased, they were often empty and bland.

Mr Cashdan believed that the child's natural ability to learn was hampered by the clash between school and home values. "Where these values are congruent," he said, "children do well, irrespective of their social class."

The education system had moved from the pupil learning something he wanted or needed to know to the teacher teaching something he believed the pupil ought to know. "The danger is not just the imposition of the teachers' own values, but the imposition of someone else's values encouraging the taking of the GCE examinations, not for the sake of learning about the subjects, but as passports to job success."

The Bullock Committee had been aware of the inadequate content of reading materials for children but

their report should have gone further. "We should put all these materials through an 'ideological scanner', provided we admit our own attitudes and prejudices. As it is we don't discuss our own biases in the classroom and are too keen to offer children consensus and neutrality."

It was up to the classroom teacher not to accept unquestioningly the materials given to her and to exert her rights as a consumer. Teachers who failed to question and analyse materials were "prisoners of their own perspectives". There was also a need for fuller studies of what actually went on in the classroom and how much time a teacher spent in talking and other activities.

Parents should be brought into the schools, not just in parent-teacher associations, but as participants in lessons. "So much has been said about the advantages of coming from a 'reading family' that some teachers think the answer is just to get parents to read more books," said Mr Cashdan. "But a child of reading parents reads not because he sees them with books in their hands but because he discovers their intrinsic reasons for reading and its rewards."

Parents who come into schools do not imagine they can do the teachers' jobs for them but are made aware of the complexity of the task of their children's learning.

Mr Cashdan also wanted to see more in-service training based on schools. There was too little integration between the levels of education from nursery to secondary school and teachers should have the chance to spend time with colleagues teaching at different levels.

Far from the madding crowd

A blackbird with obviously literary tastes chose to nest amid the copes of "Far From the Madding Crowd" in the book store at Ecclesfield School, a 2,000-pupil comprehensive in Sheffield.

It laid four eggs and successfully hatched them out. During the feeding stage Steven Corbett, an O level pupil, took a step ladder into the store and sat on top of it with camera, while another boy dropped a white sheet with a hole in it over him.

By sitting there motionless for about three hours, he was able to take this photograph, which was then developed, printed and enlarged by two other pupils, Lawrence Ward and Philip Hall, in the school's darkroom.

At the same time the changes in society have not lived up to the expectations of the educationists. It could be argued that Britain is not divided by class, that the sexes are more equal, and above all, that the treatment of the immigrants has been infinitely better than people had any right to expect on normal expectations. But nevertheless, it is certainly true that this country is no paradise.

The reason for this—apart from the fact that no institutions are ever perfect—is not in the education system, but in the failure to get the economy moving. Most of the criticisms which are hurled at education, and at the public services generally, are really accusations about its expense. This is another way of saying that we are too little to provide public services and also a bit standard of personal spending and such public services as we have are not adequately financed.

Professor Charles Carter was quite right a few weeks ago to argue in the TES that the universities are under-argued. The immediate retort to this argument is that the universities are under-argued. The immediate retort to this argument is that the universities are under-argued.

L.e.a.s fear DES bid to give polys more self-control

by Mark Vaughan

Many local authorities feel that their control over the polytechnics and other higher and further education colleges is threatened by a new circular from the Department of Education and Science.

The Association of County Councils felt so strongly about it that they refused to comment on the draft circular as requested but instead asked for a special meeting with the DES to discuss the matter. Because of the current economic climate the association will emphasize the authorities' need to maintain their involvement in these institutions, some of which are considered "pragmatic".

The education committee of the Association of Metropolitan Authorities considered the draft circular and sent their comments on to the DES as requested.

The polytechnics, while expressing reservations about the large number of institutions which the circular refers to, tend to welcome its bias towards them.

The circular is still confidential and is draft, but is certain to be published later this year with possibly a few changes. It gives guidance on the government and conduct of Polytechnics, and other HE and FE institutions, covering about 500 institutions as well as the 30 polytechnics.

Amendments as well as many amendments from all the colleges have been submitted to the DES since the circular was issued in 1967 and again in April, 1970. The Secretary of State, according to the draft circular, "considers that it may be opportune to issue some further notes of guidance based on this experience."

Some L.e.a.s are particularly worried at the DES's change in emphasis in the composition of governing bodies.

The circular says: "The Secretary of State wishes to remind authorities of the need to ensure that the governing body is a mix of local and relevant interests is adequately represented. It remains his view that local authority members should be a minority."

What the pay deal means

Details of the teachers' £230m pay deal show that the minimum salary will now be £2,253 while a few heads will be able to earn almost £10,000 a year.

The average increase will be about 22 per cent but teachers now on the bottom scales will receive increases of up to 34 per cent. Salaries from the present minimum of £1,677 to the present maximum of £9,411 consolidated. The maximum on Scale One will be £3,744, with thresholds at £3,069.

Scale Two, which now goes from £2,103 to £3,474, will be increased to £2,655 at the bottom and £4,212 at the top, with thresholds again consolidated. The new Scale Three will go from £3,537 to £4,517 instead of £2,727 to £3,896. The maximum on Scale One will be £3,744, with thresholds at £3,069 to £4,977 for senior teachers will increase to £4,585-£5,940.

Teachers already get threshold payments of £229 a year and in all cases these have been added into their new salaries. But in real terms the new salaries are a real increase. The new salaries are a real increase. The new salaries are a real increase.

At present, deputy heads in the smallest group One schools receive £3,744 to £3,880 to £4,272, including thresholds.

Teachers on Scale Four will get between £4,272 and £5,337 a week extra money. Teachers between £10 and £11 a week will get a 10 per cent increase. The new salaries are a real increase. The new salaries are a real increase.

about one-third of the total. A substantial proportion, normally about one-third, should consist of people with outside experience relevant to the work of the institution, both employers and employees, including teachers in schools and other further and higher education.

One local authority spokesman pointed out that former notes of guidance allowed the L.e.a.s to have up to just under half the membership of the governing body, the remainder being polytechnic staff and outside interests.

The spokesman said local authorities were also likely to object strongly to another clause which they felt gave greater autonomy to the larger institutions, particularly the polytechnics.

The draft says: "The powers specifically designated to the governing body of the institution should be subject only to the other provisions of the articles of government and not to the authority's standing orders in general."

It follows that the governors of most institutions should, as far as possible, and within the constraints mentioned above, be allowed the maximum possible discretion in selecting their own members, subject to any national requirements and agreements, and in making appointments; in carrying out repairs, maintenance and minor alterations; and in purchasing or disposing of supplies, equipment and services.

Since local authorities have their own rules and regulations for governing their financial procedures, many of them are not going to accept happily the Department's suggestion that one of their institutions should be subject to the authority's standing orders. "A substantial number of L.e.a.s are going to resist any further inroads into their control of their own institutions", said the spokesman.

It is also known that some authorities object to the draft being sent to their governing bodies before it has been finally agreed by the Department. Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

Some observers see the new circular as a "holding operation" by the DES, or a reminder to the new education authorities created last year. There is no doubt that many chief executives and non-educationists will be particularly concerned.

officers think corporate management (which, for many, arrived in April last year) means they should have a much greater involvement and control of their education service.

"They treat education as if it were a branch of the sewage department, and start doing things which the old education officer would never have dreamed of," said one polytechnic head of department.

"The DES know that they have a responsibility to keep this happening, and this circular is simply affirming the present polytechnic government principles."

A spokesman for the Committee of Polytechnic Directors said: "A document of this kind can't possibly cover the whole range of polytechnics and other institutions of further education. We feel that the problems of the polytechnics are rather different and that this should have been recognized in the draft."

Many polytechnics are apparently worried by this statement in the draft circular:

"The L.e.a.s are responsible for the general character of the higher and further education provision in their area and thus, in consultation with the governors, for the general educational character of the institution. They are also the source of funds for all maintained colleges. Their control of their expenditure should be mainly through the annual budgeting process. They must ensure that the estimates as finally approved are compatible with their own broad planning objectives and that they stand up to public scrutiny. They will need to consider proposals for all major new developments, but except when necessary (for example, in connection courses) they should not intervene in the academic activities of the institution. They should endeavour to give a college a number of years for manoeuvre within their annual estimates."

One polytechnic director said he felt the draft did not go far enough in openly supporting the polytechnics. "Many of us feel that there ought to be a clear statement giving freedom to the polys to make their academic plans."

He added that one-third L.e.a. membership of a governing body was "unnecessarily high".

One polytechnic director said he felt the draft did not go far enough in openly supporting the polytechnics. "Many of us feel that there ought to be a clear statement giving freedom to the polys to make their academic plans."

He added that one-third L.e.a. membership of a governing body was "unnecessarily high".

One polytechnic director said he felt the draft did not go far enough in openly supporting the polytechnics. "Many of us feel that there ought to be a clear statement giving freedom to the polys to make their academic plans."

He added that one-third L.e.a. membership of a governing body was "unnecessarily high".

One polytechnic director said he felt the draft did not go far enough in openly supporting the polytechnics. "Many of us feel that there ought to be a clear statement giving freedom to the polys to make their academic plans."

He added that one-third L.e.a. membership of a governing body was "unnecessarily high".

One polytechnic director said he felt the draft did not go far enough in openly supporting the polytechnics. "Many of us feel that there ought to be a clear statement giving freedom to the polys to make their academic plans."

He added that one-third L.e.a. membership of a governing body was "unnecessarily high".

One polytechnic director said he felt the draft did not go far enough in openly supporting the polytechnics. "Many of us feel that there ought to be a clear statement giving freedom to the polys to make their academic plans."

He added that one-third L.e.a. membership of a governing body was "unnecessarily high".

One polytechnic director said he felt the draft did not go far enough in openly supporting the polytechnics. "Many of us feel that there ought to be a clear statement giving freedom to the polys to make their academic plans."

He added that one-third L.e.a. membership of a governing body was "unnecessarily high".

One polytechnic director said he felt the draft did not go far enough in openly supporting the polytechnics. "Many of us feel that there ought to be a clear statement giving freedom to the polys to make their academic plans."

He added that one-third L.e.a. membership of a governing body was "unnecessarily high".

£8.5m pumped in to keep youngsters off the dole

by Stephen Cohen

The Government are to give £8.5m more to training schemes to keep young people off the dole. Employers will be given grants for every extra apprentice they recruit above their normal requirements.

The Manpower Services Commission announced last week that the Government had accepted their request for more money. Earlier this year the Chancellor of the Exchequer allocated £50m to the commission, part of which will be used to fund the new scheme.

The new £8.5m boost for industrial training will be spread over the next two years. Details of exactly how the money will be used are still being worked out by the commission's Training Services Agency and the Department of Employment.

It is expected though that a limited number of employers in the construction and engineering industries will be able to apply for grants if they take on apprentices.

More young people will be able to apply for apprentice awards under the scheme announced last month by the commission. They will be paid £15 a week tax free while following one-year craft and technician training courses. But there is no guarantee of a job afterwards.

Sir Denis Barnes, chairman of the MSC, described the measures as a further positive contribution to the country's training effort. They would add to the package of measures made possible by the additional money allocated to the commission in the Budget and would help consolidate the commission's efforts to maintain the level of training in industry during the recession.

Mr Michael Foot, the Employment Secretary, said in the Commons last week that the measures would make it possible for more young people to obtain skilled training this year. They would also strengthen the careers service.

Mr Foot was announcing the unemployment figures which showed that on July 14 the total out of work in the United Kingdom was 1,087,869. This included 97,800 students and 62,100 school leavers.

Most of the students are expected to go off the unemployment register in September. They sign on at labour exchanges to qualify for supplementary benefit during vacations. School leavers present a difficult problem for careers officers up and down the country.

There were 37,000 vacancies notified to careers offices last month, an increase of 2,226 since June, but 42,208 more school leavers were than the number of vacancies. The month even more school leavers will figure in the unemployment statistics for August.

Sir Denis Barnes, chairman of the MSC, described the measures as a further positive contribution to the country's training effort. They would add to the package of measures made possible by the additional money allocated to the commission in the Budget and would help consolidate the commission's efforts to maintain the level of training in industry during the recession.

Mr Michael Foot, the Employment Secretary, said in the Commons last week that the measures would make it possible for more young people to obtain skilled training this year. They would also strengthen the careers service.

Mr Foot was announcing the unemployment figures which showed that on July 14 the total out of work in the United Kingdom was 1,087,869. This included 97,800 students and 62,100 school leavers.

Most of the students are expected to go off the unemployment register in September. They sign on at labour exchanges to qualify for supplementary benefit during vacations. School leavers present a difficult problem for careers officers up and down the country.

There were 37,000 vacancies notified to careers offices last month, an increase of 2,226 since June, but 42,208 more school leavers were than the number of vacancies. The month even more school leavers will figure in the unemployment statistics for August.

Sir Denis Barnes, chairman of the MSC, described the measures as a further positive contribution to the country's training effort. They would add to the package of measures made possible by the additional money allocated to the commission in the Budget and would help consolidate the commission's efforts to maintain the level of training in industry during the recession.

Mr Michael Foot, the Employment Secretary, said in the Commons last week that the measures would make it possible for more young people to obtain skilled training this year. They would also strengthen the careers service.

Mr Foot was announcing the unemployment figures which showed that on July 14 the total out of work in the United Kingdom was 1,087,869. This included 97,800 students and 62,100 school leavers.

Most of the students are expected to go off the unemployment register in September. They sign on at labour exchanges to qualify for supplementary benefit during vacations. School leavers present a difficult problem for careers officers up and down the country.

There were 37,000 vacancies notified to careers offices last month, an increase of 2,226 since June, but 42,208 more school leavers were than the number of vacancies. The month even more school leavers will figure in the unemployment statistics for August.

Sir Denis Barnes, chairman of the MSC, described the measures as a further positive contribution to the country's training effort. They would add to the package of measures made possible by the additional money allocated to the commission in the Budget and would help consolidate the commission's efforts to maintain the level of training in industry during the recession.

Mr Michael Foot, the Employment Secretary, said in the Commons last week that the measures would make it possible for more young people to obtain skilled training this year. They would also strengthen the careers service.

Mr Foot was announcing the unemployment figures which showed that on July 14 the total out of work in the United Kingdom was 1,087,869. This included 97,800 students and 62,100 school leavers.

MSC, described the measures as a further positive contribution to the country's training effort. They would add to the package of measures made possible by the additional money allocated to the commission in the Budget and would help consolidate the commission's efforts to maintain the level of training in industry during the recession.

Mr Michael Foot, the Employment Secretary, said in the Commons last week that the measures would make it possible for more young people to obtain skilled training this year. They would also strengthen the careers service.

Mr Foot was announcing the unemployment figures which showed that on July 14 the total out of work in the United Kingdom was 1,087,869. This included 97,800 students and 62,100 school leavers.

Most of the students are expected to go off the unemployment register in September. They sign on at labour exchanges to qualify for supplementary benefit during vacations. School leavers present a difficult problem for careers officers up and down the country.

There were 37,000 vacancies notified to careers offices last month, an increase of 2,226 since June, but 42,208 more school leavers were than the number of vacancies. The month even more school leavers will figure in the unemployment statistics for August.

Sir Denis Barnes, chairman of the MSC, described the measures as a further positive contribution to the country's training effort. They would add to the package of measures made possible by the additional money allocated to the commission in the Budget and would help consolidate the commission's efforts to maintain the level of training in industry during the recession.

Mr Michael Foot, the Employment Secretary, said in the Commons last week that the measures would make it possible for more young people to obtain skilled training this year. They would also strengthen the careers service.

Mr Foot was announcing the unemployment figures which showed that on July 14 the total out of work in the United Kingdom was 1,087,869. This included 97,800 students and 62,100 school leavers.

Most of the students are expected to go off the unemployment register in September. They sign on at labour exchanges to qualify for supplementary benefit during vacations. School leavers present a difficult problem for careers officers up and down the country.

There were 37,000 vacancies notified to careers offices last month, an increase of 2,226 since June, but 42,208 more school leavers were than the number of vacancies. The month even more school leavers will figure in the unemployment statistics for August.

Sir Denis Barnes, chairman of the MSC, described the measures as a further positive contribution to the country's training effort. They would add to the package of measures made possible by the additional money allocated to the commission in the Budget and would help consolidate the commission's efforts to maintain the level of training in industry during the recession.

Mr Michael Foot, the Employment Secretary, said in the Commons last week that the measures would make it possible for more young people to obtain skilled training this year. They would also strengthen the careers service.

Mr Foot was announcing the unemployment figures which showed that on July 14 the total out of work in the United Kingdom was 1,087,869. This included 97,800 students and 62,100 school leavers.

Most of the students are expected to go off the unemployment register in September. They sign on at labour exchanges to qualify for supplementary benefit during vacations. School leavers present a difficult problem for careers officers up and down the country.

There were 37,000 vacancies notified to careers offices last month, an increase of 2,226 since June, but 42,208 more school leavers were than the number of vacancies. The month even more school leavers will figure in the unemployment statistics for August.

Sir Denis Barnes, chairman of the MSC, described the measures as a further positive contribution to the country's training effort. They would add to the package of measures made possible by the additional money allocated to the commission in the Budget and would help consolidate the commission's efforts to maintain the level of training in industry during the recession.

Mr Michael Foot, the Employment Secretary, said in the Commons last week that the measures would make it possible for more young people to obtain skilled training this year. They would also strengthen the careers service.

Mr Foot was announcing the unemployment figures which showed that on July 14 the total out of work in the United Kingdom was 1,087,869. This included 97,800 students and 62,100

After 'the bishop'— still little hope for the runaways

by Gavin Scott

Any plans to set up information bureaux in London mainline stations to keep young runaways out of the streets, the Department of the Environment says, are likely to remain no more than brave words if British Rail have their way.

"We have no space" on the concourse at Euston, a British Rail spokesman said this week. "And anyway we would not want to encourage people — non-travellers, down and outs — to come in and upset the passengers."

"We are in the business to run a railway," said a spokesman for the British Rail Board. "We would not think of taking an initiative on a social work matter."

Attention has been focused on the vulnerability of young people who leave home for London since the transmission of *Johnny Go Home*, a Yorkshire Television documentary last week. It showed how a man with convictions for violence and indecent acts on children was able to roam London stations. With the consent of the police he took young people to his hostels in six London boroughs, some of them in premises provided by councils. Here many of them were sexually assaulted.

Gleaves, who is now in jail for burglary, was paid £9 a week social security money for boarding each boy. He was given tax exemption because his hostels were registered with the Charity Commissioners and sent clients by social services departments. A Home Office circular on Gleaves' background was not sent to local authorities or the police. It was not until one of the inmates of a hostel was murdered by three of Gleaves' associates that the matter came to light.

It is more than a year since the so-called "bishop" was arrested. Yet from the fact that local authorities and the British Rail Board have been asked to help in the search for the "bishop" it appears that little has been done to prevent a repetition.

The responsibilities of the Charity Commissioners are as limited as ever, a Home Office spokesman refused to acknowledge that there was a failure of communication, though they say they only informed the governors of institutions for young offenders about Gleaves. And a request for information to the DHSS this week on the alleged frauds over social security money did not confirm whether they had been defrauded or if they had done anything to prevent it happening again.

It was not until after a parliamentary question in May of this

year that a joint working party was set up between the Home Office, the DHSS, the Department of the Environment and others. Their brief was to consider providing proper help for young vagrants in London and monitoring organizations who claim to help them. Their report has not yet appeared, but one of the things they are considering is what should happen at mainline termini.

When a runaway under 16 arrives at a big London station, he or she usually has little option but to plunge into the city and start fighting for survival. In theory, the British Rail Transport Police can spot them at stations, question them and hold them until a parent comes to collect them.

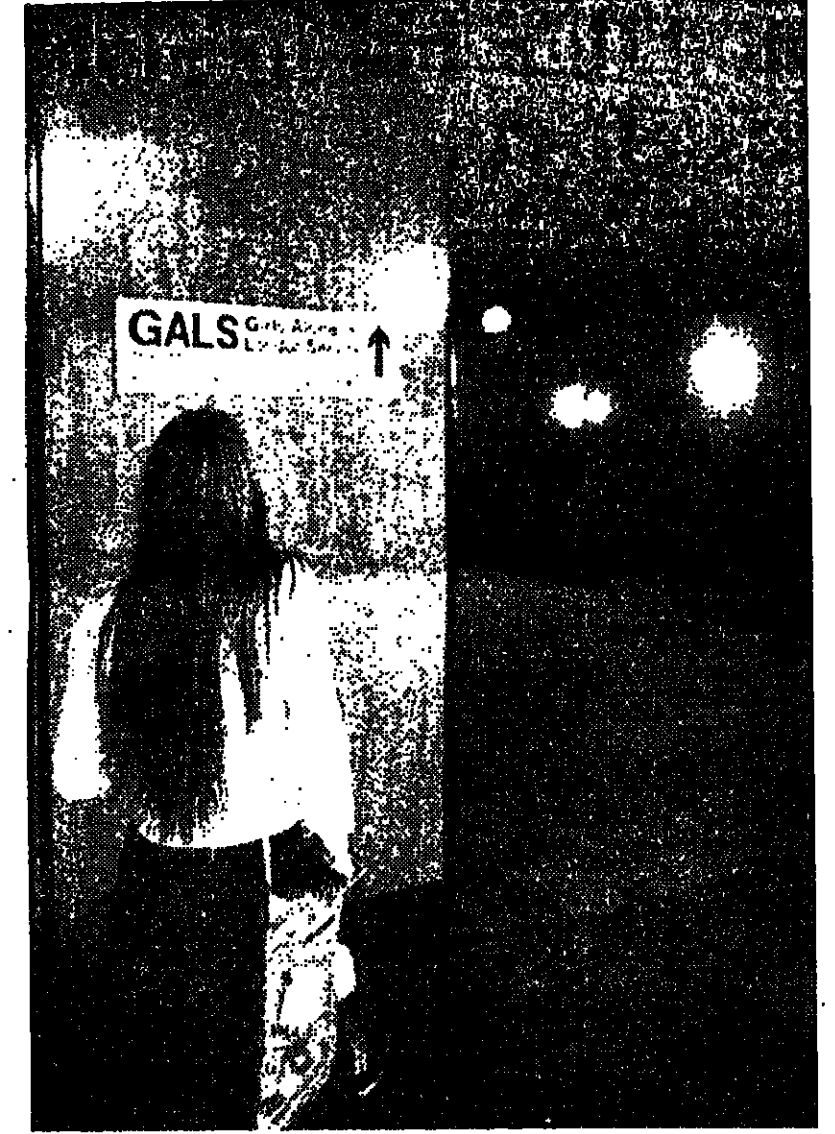
It is not difficult for young people to avoid detection or to claim that they are over 16. Unless they actually want to go home, the last thing they will do is "ask a policeman" for help. There are an estimated 10,000 runaway children under 16 roaming London, but police at Euston found only 180 last year. The police do not make an exhaustive check of people on the concourse until between midnight and 1 am.

Gleaves used to do his rounds before then and the police were happy to see him because it took the children off their hands. "We checked up that he did have the hostels he said he had in various boroughs and assumed that the boroughs were satisfied," said Eric Sansom, chief superintendent of British Transport Police.

To help children under 16 find a bed without breaking the law, information booths at stations have been suggested, not only by the working party but by Camden Social Services. They have been proposed several times by voluntary organizations like the Campaign for the Homeless and Rootless, who rejected Gleaves' application for membership because his hostels were dirty. Each time British Rail have been unhelpful.

One start has been made by the Girls' Alone in London Service, a member of CHAR. After long negotiations with British Rail, they managed to get an office last January in a building outside Euston Station. There is a sign, just off the concourse, which invites those who need help to come in for advice. Social workers give counselling to about 60 girls a month and they can provide eight with a bed in their hostel in Islington.

"We want to concentrate on counselling," said Mrs Rosamund Blackler, director of GALS, "but we need a lot of help to simply want information. It would be very helpful if there could be something like



Reda Klose

a Citizens Advice Bureau on the concourse."

"London is the only place in Europe without a decent travellers' aid centre at stations," said Ms Jill Diamond, of After Six, also part of CHAR, who help those who need a bed.

"So many people come down with a few pounds in their pockets and they spend it in expensive places before they do not know about the cheap ones or about us, who can tell them where to find them. They could spin their money out for much longer if they were advised how to do it."

Ms Diamond partly blames teachers and the youth service. "We get quite a lot of bright kids here who have left home because they can't get jobs to suit their abilities where they come from. But they haven't the foggiest idea of how to find a flat, how to look after themselves, and I think schools should make sure they do know. These are the ones with initiative, and it's a terrible waste."

But good information is not much use if it does not lead to a bed for the night, and providing that bed is becoming more and more difficult. Voluntary hostels are one source, but they are few and the pressure on them is great.

Counterpoint night shelter, for example, had to turn away 2,000 people last year. Hostels are also threatened with cutbacks because local authority grants have been held down to the same level despite inflation, and private donations are drying up.

Alderman Paddy O'Connor, chairman of the Greater London Council's Single Homeless Committee, believes the boroughs could do much more allowing hostels to use empty property temporarily, provided they checked out applicants properly and visited regularly, which boroughs generally failed to do when they assisted Gleaves.

The fact they did not, says Mr Nicholas Beacock, director of the Campaign for the Homeless and Rootless, is an indication of the attitude of social services departments to the single homeless. The legal housing responsibilities of local authorities are confined to homeless families. When social services are visited by the single homeless they tend to be glad to be able to refer them to any voluntary organization who will take them. "Voluntary hostels are often used as dumping grounds by social services," said Mr Beacock. Several voluntary hostels echoed this.

Of course, where social services

find children under 16 or are called in by the police, they take responsibility for the child is returning to be over 17 may be referred to hostels. In Lambeth where Gleaves had his headquarters, Social Services visited him to make sure there were no children under age there; clearly unsuccessfully. But none of the boroughs in which he operated checked his hostels carefully enough to realize what was happening.

Most agree that hostels are not the complete answer. Some of the official ones should take a long hard look at the rules and regulations. Many young people will not go there because they seem so authoritarian. If they have just left home they will not put up with it," said Mrs Blackler, of GALS. "They would rather squat."

In the past newcomers to the city might have found a cheap home. But the Rent Act, inflation and safety regulations reduced available beds in cheap lodgings by 23 per cent in 1973, and they continue to do so. CHAR believe local authorities should act to reverse this trend.

The London Boroughs Association agrees that councils should do more for the single homeless. Measures they have suggested recently include lifting the restrictions which prevent council tenants and mortgage holders from taking lodgers and setting up council-run lodgings in short-life properties.

Those working in the field welcome moves like these. They reject the outcry generated by television documentaries because they emphasize the negative. Plenty of people find beds in respectable hostels and are guided into sorting out jobs for themselves and setting up in London. It is only the minority who end up on the "mean rack" soliciting in Piccadilly Circus and dossing on the Embankment. It is easier for the young arrival in London to find his or her feet, the minority would be considerably smaller.

Schools and education welfare services should do more to prevent under-16s from running away in the first place, said Mrs Yess Jewell, chairman of the social services committee of the Greater London Council.

"Half the damage is done when they get down here," she said this week. "I think there should be a DHSS counselling service for runaways when they reach London, but the counselling should really have been given in the school where teachers saw that trouble between the child and his family was brewing."

The row about runaways should add weight to claims by education welfare officers that local authorities employ too few of them. Glasgow, which produces many young immigrants to London, an education official admitted that young people have recently been harassed by teacher shortages; they have not even been reporting persistent non-attenders to the corporation. Even when they do, the school attendance officer goes to the home "where the boy has gone to stay with his auntie somewhere else."

The row about runaways should add weight to claims by education welfare officers that local authorities employ too few of them. Glasgow, which produces many young immigrants to London, an education official admitted that young people have recently been harassed by teacher shortages; they have not even been reporting persistent non-attenders to the corporation. Even when they do, the school attendance officer goes to the home "where the boy has gone to stay with his auntie somewhere else."

The row about runaways should add weight to claims by education welfare officers that local authorities employ too few of them. Glasgow, which produces many young immigrants to London, an education official admitted that young people have recently been harassed by teacher shortages; they have not even been reporting persistent non-attenders to the corporation. Even when they do, the school attendance officer goes to the home "where the boy has gone to stay with his auntie somewhere else."

V-Cs call for tariff on foreign students

Fee for overseas postgraduate students should be raised to discourage our economic rivals from draining their manpower in Britain, the Vice-Chancellors in a report published last week.

The report, on postgraduate education, says that 10 years ago most overseas students came from relatively poor countries which were in need of postgraduate education. Today many come from countries which have a higher national income than Britain.

"It could well be argued that they should look after their own students," said Sir Derman Christopherson, vice-chancellor of Durham University and chairman of the group who produced the report.

But there were also advantages in keeping a large proportion of overseas students in our universities. They prevented the universities from becoming intellectually narrow minded, ensured that British students could study abroad and provided effective overseas aid to developing countries.

There were also practical advantages. Many of the students reached positions of power in their own countries. "They may become a significant element in sustaining our international influence and understanding," the report says.

Engineering and technology students became familiar with our methods and with British industrial products. They were inclined to develop working relationships with Britain. They also ensured that courses which were temporarily unpopular were not run down.

The Vice-Chancellors' Committee and the University Grants Committee are now considering university fees, but the report makes its own recommendations.

It says that it would be too difficult to charge different fees to students from different countries. There should be a standard fee which would be closer to the level of fees and living costs in the United States or other European countries. Students from developing countries should be assisted by scholarships. This help should be part of our overseas aid programme and not of the general cost of university education.

The report also warns the Government of the danger of imposing disproportionate cuts on the postgraduate sector. Postgraduate places should be available to all students who are qualified, suitable and keen.

"Unless a sufficient proportion of the ablest young people can be attracted to the profession of learning, the universities will decay, and the intellectual life of the country will wither."

Postgraduate Education. By the Committee of Vice-Chancellors, 29 Tavistock Square, London WC1.

men's grant would be increased to that of a married man. Supplementary allowances would also be adjusted.

Married postgraduate students will continue to have their grants reduced depending on their spouse's income, although the arrangements will be reviewed later this year.

The increases will cost about £3m, bringing the total expenditure on Britain's 14,500 postgraduates up to £19.5m next year.

Students living away from home at other universities will have their grants increased from £880 to £1,085. Those who live at home will get £790 instead of £660.

Mr Mulley said the married women's grant would be increased to that of a married man. Supplementary allowances would also be adjusted.

Married postgraduate students will continue to have their grants reduced depending on their spouse's income, although the arrangements will be reviewed later this year.

The increases will cost about £3m, bringing the total expenditure on Britain's 14,500 postgraduates up to £19.5m next year.

Students living away from home at other universities will have their grants increased from £880 to £1,085. Those who live at home will get £790 instead of £660.

Mr Mulley said the married women's grant would be increased to that of a married man. Supplementary allowances would also be adjusted.

Married postgraduate students will continue to have their grants reduced depending on their spouse's income, although the arrangements will be reviewed later this year.

The increases will cost about £3m, bringing the total expenditure on Britain's 14,500 postgraduates up to £19.5m next year.

Students living away from home at other universities will have their grants increased from £880 to £1,085. Those who live at home will get £790 instead of £660.

Mr Mulley said the married women's grant would be increased to that of a married man. Supplementary allowances would also be adjusted.

Married postgraduate students will continue to have their grants reduced depending on their spouse's income, although the arrangements will be reviewed later this year.

The increases will cost about £3m, bringing the total expenditure on Britain's 14,500 postgraduates up to £19.5m next year.

Students living away from home at other universities will have their grants increased from £880 to £1,085. Those who live at home will get £790 instead of £660.

Mr Mulley said the married women's grant would be increased to that of a married man. Supplementary allowances would also be adjusted.

Married postgraduate students will continue to have their grants reduced depending on their spouse's income, although the arrangements will be reviewed later this year.

The increases will cost about £3m, bringing the total expenditure on Britain's 14,500 postgraduates up to £19.5m next year.

Students living away from home at other universities will have their grants increased from £880 to £1,085. Those who live at home will get £790 instead of £660.

Mr Mulley said the married women's grant would be increased to that of a married man. Supplementary allowances would also be adjusted.

Married postgraduate students will continue to have their grants reduced depending on their spouse's income, although the arrangements will be reviewed later this year.

The increases will cost about £3m, bringing the total expenditure on Britain's 14,500 postgraduates up to £19.5m next year.

Students living away from home at other universities will have their grants increased from £880 to £1,085. Those who live at home will get £790 instead of £660.

Mr Mulley said the married women's grant would be increased to that of a married man. Supplementary allowances would also be adjusted.

Married postgraduate students will continue to have their grants reduced depending on their spouse's income, although the arrangements will be reviewed later this year.

The increases will cost about £3m, bringing the total expenditure on Britain's 14,500 postgraduates up to £19.5m next year.



Magnus Magnusson, author, broadcaster and editor of the Bodley Head Archaeologies, opened the Children's Book of the Year Exhibition last week. The exhibition, on until August 9, includes competitions, story telling sessions, opportunities to meet favourite authors

Shakespeare's labours lost?

A 10-year moratorium on Shakespeare was suggested by Professor George Steiner last week as an extreme measure to revitalize the debate about the plays. The teaching of Shakespeare in this country at present, and especially the examination system, were calculated, he said, to turn students away from reading the plays for pleasure.

Professor Steiner, now professor of comparative literature at Geneva University, said that Shakespeare's language was becoming increasingly inaccessible to a generation "no longer brought up on the Bible and the Classics" and considered how the work had been adapted and sometimes debased by modern culture.

His lecture, "Shakespeare Tomorrow", inaugurated a summer

school run by Westfield College and the Central School of Speech and Drama.

Later the same day, Mr Guy Woolfenden, armed with an impressive collection of Roman and medieval trumpets and horns, described his work as composer and director of music for the Royal Shakespeare Company. During the next four weeks the school will run lectures, seminars and workshops on Shakespeare, dealing with our plays in particular.

The balance of academic scholarship and practical theatre is deliberate, for the summer school heralds the first drama degree from London University. Westfield and Central will collaborate in October next year to provide courses leading to combination degrees.

Unions must decide by 1978

The four single sex teachers' unions have until January 1, 1978, to sort out their affairs so that they can comply with the provisions of the Sex Discrimination Bill. During the committee stage of the Bill in the House of Lords Lord Crowthier-Hunt, Minister of State for Education and Science, said the Government accepted there was a case for allowing the four unions—the associations of Head Masters, Headmistresses, Assistant Masters and Assistant Mistresses—time to adjust.

The amendment would give them a transitional period of two years. The application to those unions of clause 12 of the Sex Discrimination Bill should be deferred until the beginning of 1978.

A Government defeat came during the committee stage on clause 63 (claims under part III). Lady Sear moved an amendment providing that complaints about sex discrimination in education made to the Secretary of State would have to be dealt with in two months, instead of four months as provided in the Bill.

Lord Crowthier-Hunt also successfully moved a new clause (education) which would allow trustees of education trusts whose benefits were restricted to one sex to open them up to both sexes.

It was a long standing principle of charity law that the donor's wishes should be respected as far as was practicable. Education was as important an area in which it was important that the law should reflect social change.

It would be in accordance with the spirit of the Bill to allow the trustees of educational trusts to apply to the Education Minister for an order to remove or modify the restrictions.

This would, for example, enable trustees providing scholarships for men only to apply for approval to make them available also to women. It would also make it easier for the trustees of an independent single-sex school to move towards coeducation.

The new clause was agreed to, as was a similar one covering Scotland.

Combined studies

The CNA have approved a combined studies degree course in Plymouth. Polytechnic students can pick two subjects from a range of 50.

Music makers

Unicorn Schools Symphony Orchestra will give a concert in the city of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Down on the farm

A 32-acre working farm in Harefield is to be opened to visits from pupils of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Paternity leave

Non-academic staff at the University of East Anglia are to get three days' paid leave when they become fathers.

Combined studies

The CNA have approved a combined studies degree course in Plymouth. Polytechnic students can pick two subjects from a range of 50.

Music makers

Unicorn Schools Symphony Orchestra will give a concert in the city of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Down on the farm

A 32-acre working farm in Harefield is to be opened to visits from pupils of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Paternity leave

Non-academic staff at the University of East Anglia are to get three days' paid leave when they become fathers.

Combined studies

The CNA have approved a combined studies degree course in Plymouth. Polytechnic students can pick two subjects from a range of 50.

Music makers

Unicorn Schools Symphony Orchestra will give a concert in the city of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Down on the farm

A 32-acre working farm in Harefield is to be opened to visits from pupils of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Paternity leave

Non-academic staff at the University of East Anglia are to get three days' paid leave when they become fathers.

Combined studies

The CNA have approved a combined studies degree course in Plymouth. Polytechnic students can pick two subjects from a range of 50.

Music makers

Unicorn Schools Symphony Orchestra will give a concert in the city of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Down on the farm

A 32-acre working farm in Harefield is to be opened to visits from pupils of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Paternity leave

Non-academic staff at the University of East Anglia are to get three days' paid leave when they become fathers.

Combined studies

The CNA have approved a combined studies degree course in Plymouth. Polytechnic students can pick two subjects from a range of 50.

Music makers

Unicorn Schools Symphony Orchestra will give a concert in the city of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Down on the farm

A 32-acre working farm in Harefield is to be opened to visits from pupils of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Paternity leave

Non-academic staff at the University of East Anglia are to get three days' paid leave when they become fathers.

Combined studies

The CNA have approved a combined studies degree course in Plymouth. Polytechnic students can pick two subjects from a range of 50.

Music makers

Unicorn Schools Symphony Orchestra will give a concert in the city of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Down on the farm

A 32-acre working farm in Harefield is to be opened to visits from pupils of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Paternity leave

Non-academic staff at the University of East Anglia are to get three days' paid leave when they become fathers.

Combined studies

The CNA have approved a combined studies degree course in Plymouth. Polytechnic students can pick two subjects from a range of 50.

Music makers

Unicorn Schools Symphony Orchestra will give a concert in the city of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Down on the farm

A 32-acre working farm in Harefield is to be opened to visits from pupils of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Paternity leave

Non-academic staff at the University of East Anglia are to get three days' paid leave when they become fathers.

Combined studies

The CNA have approved a combined studies degree course in Plymouth. Polytechnic students can pick two subjects from a range of 50.

Music makers

Unicorn Schools Symphony Orchestra will give a concert in the city of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Down on the farm

A 32-acre working farm in Harefield is to be opened to visits from pupils of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Paternity leave

Non-academic staff at the University of East Anglia are to get three days' paid leave when they become fathers.

Combined studies

The CNA have approved a combined studies degree course in Plymouth. Polytechnic students can pick two subjects from a range of 50.

Music makers

Unicorn Schools Symphony Orchestra will give a concert in the city of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Down on the farm

A 32-acre working farm in Harefield is to be opened to visits from pupils of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Paternity leave

Non-academic staff at the University of East Anglia are to get three days' paid leave when they become fathers.

Combined studies

The CNA have approved a combined studies degree course in Plymouth. Polytechnic students can pick two subjects from a range of 50.

Music makers

Unicorn Schools Symphony Orchestra will give a concert in the city of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Down on the farm

A 32-acre working farm in Harefield is to be opened to visits from pupils of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.

Paternity leave

Non-academic staff at the University of East Anglia are to get three days' paid leave when they become fathers.

Combined studies

The CNA have approved a combined studies degree course in Plymouth. Polytechnic students can pick two subjects from a range of 50.

Music makers

Unicorn Schools Symphony Orchestra will give a concert in the city of London schoolchildren. The scheme has been organized by the Greater London Council's new Countywide Board.



Lesson from quasar 3C279

Evidence that Einstein's General Theory of Relativity, perhaps best described as his theory of gravitation, is true, continues to pile up. The latest development comes from a group of Dutch radioastronomers, working with the large radio telescope at Westerbork in the Netherlands. They have now published (in *Physical Review Letters*, July 21) the results of their measurement nearly two years ago of the bending of radio waves by the sun's gravitational field.

What they did was to make accurate measurements of the position in the sky of a quasar, known as 3C279 because it is included in the third Cambridge catalogue of powerful radio sources. The result turns out to agree with Einstein's prediction of how the position of this source should appear to change as it passes near the limb of the sun.

There are two things to be said about this latest measurement. First, it adds to the arguments accumulated in the past few months that the correction to Einstein's theory of gravitation advocated in recent years by Professor Robert Dicke, of Princeton University, is unlikely to be necessary. Dicke, it will be recalled, is the man who has argued (by means of measurements) that the speed of light would be expected to be faster than would be expected, and that that fact in itself should account for at least a part of the variation of speed of the planet Mercury in its orbit.

Astronomers have more recently protested that Dicke's interpretation of his measurements is incorrect. The difficulty is to know what constitutes the edge of the sun. There now seems to be a tendency for bright patches to be concentrated around the sun's equator. For what it is worth, the new measurement of

the bending of radio waves by the sun agrees as well as could be expected with Einstein's prediction but is more significantly different from Dicke's.

The second reason why the new measurement is important is that it demonstrates the accuracy now attained by radioastronomers. Almost without anybody noticing, they have equipped themselves with radio receiving aerials which are able to pin down the positions of radio sources in the sky more accurately than even the enthusiasts had hoped a few years ago. Everything turns on how they can combine radio signals received by different radio receivers. The result, however, is that they are a matter of routine able to measure distant objects no bigger than a fraction of a second of an arc in diameter. It will be a long time before optical astronomy can hold a candle to that.

After the ballyhoo . . .

The great fuss in the past few weeks about the movement of Russian and American astronauts in space has kept us all amused, or at least entertained. But those who claim that it was a great triumph for what is called détente will, I fear, look in vain for signs of benefits therefrom at the forthcoming East-West summit meeting to sign the largely empty declaration, which is the product of three years' negotiation in the European Security Conference. More to the point, Soyuz and all that has obscured other questions about the space programmes of the two super-powers.

The American space budget amounts to \$3,500m a year in round numbers, less than two-thirds of

Meeting in space—but what next? See "After the ballyhoo . . ."

Science diary by John Maddox

what it was at its peak. More than a third of this is being spent on the development of the space shuttle, a scheme for sending reusable space rockets on journeys to manned, or at least mannable, space stations in orbit around the earth. There are also schemes for sending a pair of rockets towards Mars in the next few weeks—the first is due to be launched on August 11—and for the exploration of the more distant planets, as well as for the more routine exploitation of earth resources satellites and the like. All this is at a time when the funds available for scientific research have stabilized and actually fallen in real terms by several per cent.

Nobody pretends that nothing has been accomplished in the past 15 years. On the contrary, the period has seen the development of telecommunications satellites, journeys to the planets with or without people and the observations of more distant parts of the galaxies and beyond from satellites, such as the Uthru satellite, which is said to have done more X-ray astronomy in its first week than had been done in the whole of the previous decade.

Where basic science is concerned, and principally the exploration of the planets, the scientists concerned could probably make much better use of \$1,000m a year than at

present, although there is a strong case for not bringing this part of the American space programme entirely to a halt.

The space shuttle is a more contentious issue. Even the National Aeronautics and Space Administration appear to be perplexed to know how they will make full use of the lifting capacity they will have at their disposal in the 1980s. One of the objectives appears to be to squeeze greater benefits from such things as the remote surveillance of the surface of the earth. So it is salutary to note that a committee of the United States National Research Council, part of the United States National Academy of Sciences, have now complained that in the planning of these ventures the American authorities have done far too little to find out how the potential uses of their new technology might best make use of innovations in space technology.

Bombs for everyone?

The annual meeting of the American Institute of Physics in Washington a few weeks ago produced some startling evidence of the potential usefulness of lasers in nuclear energy. Two separate groups of scientists, from the Lawrence Livermore Laboratory (where they design nuclear weapons), announced separate developments of great significance.

First, it seems there is now tangible evidence that lasers can be used to induce thermonuclear reactions in tiny pellets of fusible material on a sufficient scale to suggest that this may be an economic route to thermonuclear power. Needless to say, the idea is not new.

For the past five years, several laboratories have been pointing a symmetrical array of laser beams at a tiny amount of deuterium, loaded on some occasions with tritium. As with the earlier attempts to win thermonuclear power from mixtures of the various hydrogen isotopes confined in magnetic fields, when it came to putting experimental flesh on the theoretical bones, it turned out that a pellet of hydrogen compressed to high density by a laser becomes unstable.

The novelty, reported in Washington by Dr. John Holze, is that in spite of these instabilities, it is possible to make things work in such a way that as many as 10 million atomic nuclei fuse within a central pellet.

The second development is potentially more sinister. For several years there has been talk of using lasers to separate the different isotopes of some element from each other. In the past few months the people at the Los Alamos Laboratory in the United States, like others elsewhere, have been able to separate the isotopes of sulphur in this way. Now a group at Livermore have reported a modest step towards the big prize in this field—the separation of the isotopes of uranium.

According to the Washington account, as long ago as 1971 a tiny amount of uranium-235 was separated from a mixture of uranium-235 and uranium-238 (containing more than four times the naturally occurring proportion of uranium-235) in a two-hour run with a laser separator. Two inferences seem to me to follow. First, that particular method does not work well enough—if it did, the Americans would not be turning it into a manufacturing technique. But second, there is enough mileage in the laser route to enriched uranium to excite the nuclear power engineers and to depress those who fear that it won't be long before more or less anybody can make his own nuclear explosives.

by Fay Haussman

Brazilian educators today can be divided into two groups: the long-range optimists, and the outright sceptics. The optimists say that the education reforms of 1971 will need more time to make their benefits felt, but that the "universalisation" of schooling for children between seven and 14 will come in a few years.

The sceptics claim that without massive federal funds and strict controls, state and municipal education systems will merely continue the traditional floundering which today still leaves four million school-age children without formal education. How can one reform school which doesn't exist?

Both camps usually adduce Brazil's so-called "educational pyramid" to prove their point. Such a pyramid has as its base an initial cohort of 1,000 children entering the first grade of the first-level school, and shows their progression through 11 years up to graduation from the second-level school.

The pyramid shows a progressive thinning out of student numbers. For example, of 1,000 children entering the first grade in 1952, only 30 graduated in 1962, and of those only 13 were admitted to higher education in 1963. All the others either had to repeat at least one year or dropped out of school altogether—most of them after only the first grade.

The optimists say that recently the top of the pyramid has been widening: between 1963 and 1973 the ratio of university admissions expanded from 13 to 63. But the sceptics say the rate of improvement in the lower grades has been too slow: 172 of the original cohort of 1,000 children finished the fourth grade in 1955, and only 229 in 1965.

Of course, they do concede that this was before the 1971 reforms which modernized curricula and abolished most of the rigid and unrealistic standards for promotion at the top of the pyramid.

The motivations, aspirations and educational standards of young people are to be looked at by a new scientific council being set up to coordinate research into the problems of youth in Russia. Reviewing recent findings in this area, the journal *Sotsiologicheskii* says that between 1953 and 1970 about 2,000 papers dealing with the problems of young people have been published. Since the last war, 2,500 dissertations on the problems of Soviet youth have been written.

the end of the year. But it has only just started to be implemented.

The problem is analysed in an official study published by the Ministry of Education in January, 1974, two months before Senator Ney Braga became Brazil's education minister. The report says that over two million students between 15 and 19 were still in the first eight grades, and over three million between 12 and 14 were still in the first four grades. This was due to the large numbers of late entrants, and of repeaters.

State governments have made their own surveys. Failures and drop-out rates—once seen in terms of school failures—are now being seen as the result of social problems.

A study in Minas Gerais found that one of the main causes of failures and drop-outs was poverty. In Bahia, the fall in drop-out rates from 81 per cent five years ago to 48 per cent today was attributed solely to a stepped-up distribution of school lunches. (Today 11.5 million Brazilian first-level children receive school lunches, and by 1979 all children should receive them.)

Another study in Guanabara shows the appalling difference between urban and rural education. Guanabara, the city-state of Rio de Janeiro, was merged with the state of Rio de Janeiro in March this year. In 1974, before the merger, 70 per cent of schoolchildren were granted from the first to second grades, and 90 per cent were promoted between second and eighth grade. The drop-out rate in the first level schools was only 2 per cent.

Now Guanabara has inherited the educational problems of the surrounding underdeveloped country: 60 per cent drop out after first grade, and half a million children between seven and 14 are outside the education system.

Most educators blame inadequate or badly distributed federal funds. Deputy Flexa Ribeiro, the president of the Congressional Education Commission, recently pointed out that the ministry's funds have been growing each year, but the proportion of funds earmarked for basic education went down.

There is no question that the 1971 education reform, which replaced the four-year primary school with an eight-year system of compulsory

first-level schooling, means a doubling of state and municipal expenditure. But the ministry argues that the main share of these expenses must come from the states and townships.

Local spending, however, has remained uneven. Figures compiled by the ministry showed that in 1973, at least six states spent less than 10 per cent of their budgets on education, and that only a small part of this went to first-level schooling.

The implementation of the 1971 education reform has run up against two other hurdles. First of all, it was preceded by university reforms in 1968 which caused much of the educational research of Brazilian higher education.

Second, the delay in implementing the reform is due to its curriculum innovations: adding vocational training courses in grades five to eight, and professional training in grades nine to 11. This is clearly aimed at deflecting as many youngsters as possible from a university career by enabling them to enter the Brazilian labour market at the end of the second-level school.

The problem remains of how to get a Brazilian second-level-school graduate to be satisfied with a career such as "general mechanics". In Paraná, for example, one of the more developed southern states, nearly 100 per cent of all second-level-school graduates applied for university admissions this year.

Even so, recent statistics show that the broadening at the top of Brazil's educational pyramid is slowing down to realistic proportions, mainly as a reaction to simple market forces.

The number of first-year places this year was 365,000, an increase of 27,500 over 1974. But in 1974, 76,498 of all first-year places remained unfilled—about 70,000 of these in São Paulo. The spare places were in the private faculties, places which have now been forced to close. The demand remains high, at the established universities, both public and private, whose growth is still always the quality of their instruction—has remained under control.

Mr Blaisdell received obscene, threatening and critical phone calls. He said they suggested that he must be "a busy teacher in do something like this."

The number of teachers buying food stamps has grown steadily over the past six months, but many more may be eligible. The average teacher's salary is \$11,513. According to the Labour Department, the typical urban family of four needs \$14,300 a year to maintain a moderate standard of living.

The National Education Association, the largest teachers' union, has urged teachers to apply for stamps, to call attention to the low level of teachers' salaries.

But this research does not meet modern requirements: there is no single coordinating centre; it often neglects urgent issues; programmes are sometimes improperly thought out or else they produce results that cannot be compared. The journal calls instead for deep, systematic and large-scale research.

The new research centre is expected to look into problems such as the social and political conditions of young Russians, their sex habits, how they view education, and its place in society, and sport.

Europe

Report calls for more and better EEC schools

A report by a European Parliament committee into the state of the EEC's "European schools," has called for a wide set of reforms. These include new governing structures, more schools, and a wider admission policy, curricular reforms, and the setting up of a European Educational Institute.

The six European schools are at Luxembourg, Karlsruhe in Germany, Mol and Brussels in Belgium, Bergen in Holland, and Varese in Italy. They were founded over 18 years ago to provide free education for the children of EEC officials, and now have 700 teachers and 10,000 pupils.

More recently their problems, such as overcrowding and understaffing, have become more obvious. Last year the difficulties were highlighted when some of the children at the Belgian school went out on strike. This year, a number of children had to organize their own classes because there was no teacher for them.

Now the Parliament's committee on cultural affairs and youth has written its report, which has recently been submitted to the European Parliament.

The report notes that a large number of applications, mainly from the children of migrant workers, had to be turned down and the schools have rapidly become a closed system. It recommends starting new schools.

It also recommends increased pre-school provision, and that the starting age should be three in order to break down the different language and ability gaps.

Local spending, however, has remained uneven. Figures compiled by the ministry showed that in 1973, at least six states spent less than 10 per cent of their budgets on education, and that only a small part of this went to first-level schooling.

The implementation of the 1971 education reform has run up against two other hurdles. First of all, it was preceded by university reforms in 1968 which caused much of the educational research of Brazilian higher education.

Second, the delay in implementing the reform is due to its curriculum innovations: adding vocational training courses in grades five to eight, and professional training in grades nine to 11. This is clearly aimed at deflecting as many youngsters as possible from a university career by enabling them to enter the Brazilian labour market at the end of the second-level school.

The problem remains of how to get a Brazilian second-level-school graduate to be satisfied with a career such as "general mechanics". In Paraná, for example, one of the more developed southern states, nearly 100 per cent of all second-level-school graduates applied for university admissions this year.

Even so, recent statistics show that the broadening at the top of Brazil's educational pyramid is slowing down to realistic proportions, mainly as a reaction to simple market forces.

The number of first-year places this year was 365,000, an increase of 27,500 over 1974. But in 1974, 76,498 of all first-year places remained unfilled—about 70,000 of these in São Paulo. The spare places were in the private faculties, places which have now been forced to close. The demand remains high, at the established universities, both public and private, whose growth is still always the quality of their instruction—has remained under control.

Mr Blaisdell received obscene, threatening and critical phone calls. He said they suggested that he must be "a busy teacher in do something like this."

The number of teachers buying food stamps has grown steadily over the past six months, but many more may be eligible. The average teacher's salary is \$11,513. According to the Labour Department, the typical urban family of four needs \$14,300 a year to maintain a moderate standard of living.

The National Education Association, the largest teachers' union, has urged teachers to apply for stamps, to call attention to the low level of teachers' salaries.

But this research does not meet modern requirements: there is no single coordinating centre; it often neglects urgent issues; programmes are sometimes improperly thought out or else they produce results that cannot be compared. The journal calls instead for deep, systematic and large-scale research.

The new research centre is expected to look into problems such as the social and political conditions of young Russians, their sex habits, how they view education, and its place in society, and sport.

But this research does not meet modern requirements: there is no single coordinating centre; it often neglects urgent issues; programmes are sometimes improperly thought out or else they produce results that cannot be compared. The journal calls instead for deep, systematic and large-scale research.

The new research centre is expected to look into problems such as the social and political conditions of young Russians, their sex habits, how they view education, and its place in society, and sport.

Teachers should have nine-year contracts, with the option of another three years. The report notes that, at the moment, teachers are seconded by their home governments and liable to be recalled by them regardless of the staffing levels at the schools.

A European Educational Institute should be set up to collect statistics, assess educational developments, and guiding reform. The institute would be responsible for the education and training of teachers at the European schools.

Classes should be based on attainment rather than age, and more shorter, less academic courses should be introduced. Careers information must be introduced, and the curricula developed.

The report also calls for the introduction of social studies, but notes that so far the subject has not been introduced because European governments have refused to agree on the content of possible courses.

Teachers, parents and pupils should have the opportunity to participate in the decision-making process, and the individual schools should be given greater powers.

On the key issue of who controls the schools, the report suggests that they should come under the control of the Commission. At the moment they are controlled by a Board of Governors, with one governor recommended by the government of each country.

The report concludes: "Your committee is of the opinion that the European schools still represent too much of a closed world in Europe."

United States

Poor teachers get their food stamps

from Frances Hill

Many teachers in different parts of the country have begun buying food stamps—federal government coupons which can be exchanged in shops for food costing a greater amount than the cost of the stamps themselves.

The trend has caused a stir since the stamps are normally used by people living on welfare benefits, by the unemployed, or by those in traditionally-recognized low paid jobs.

Government officials have been disturbed to find that teachers have been able to prove eligibility, and some people have attacked the teachers on moral grounds for taking advantage of the programme.

Eligibility for the stamps is calculated according to the amount of a family's income which is available for food. Fixed expenses, such as mortgage payments or rent, real estate taxes and medical and utility bills, are deducted from the income, and the number of dependants, taken into account. Families with assets of 1,500 dollars or more are not eligible.

One of the first teachers to apply for food stamps, Hal Blaisdell of Kansas, had a salary of \$8,364 and one child. He had no trouble proving eligibility.

Because of the publicity created by his case, the Agriculture Department's regional office in Chicago checked his financial situation. It was a highly unusual procedure, but it confirmed his right to have the stamps.

Mr Blaisdell received obscene, threatening and critical phone calls. He said they suggested that he must be "a busy teacher in do something like this."

The number of teachers buying food stamps has grown steadily over the past six months, but many more may be eligible. The average teacher's salary is \$11,513. According to the Labour Department, the typical urban family of four needs \$14,300 a year to maintain a moderate standard of living.

The National Education Association, the largest teachers' union, has urged teachers to apply for stamps, to call attention to the low level of teachers' salaries.

But this research does not meet modern requirements: there is no single coordinating centre; it often neglects urgent issues; programmes are sometimes improperly thought out or else they produce results that cannot be compared. The journal calls instead for deep, systematic and large-scale research.

The new research centre is expected to look into problems such as the social and political conditions of young Russians, their sex habits, how they view education, and its place in society, and sport.

Australia

One in ten use marijuana

SYDNEY

A report recently issued says that 11,000 high school pupils in New South Wales regularly use marijuana. This represents 11.4 per cent of the 23,000 senior high school students in the state.

It also suggests that between 1,400 and 2,400 students are regular users of opiates.

The report, *Drug Offences 1974*, was compiled by the state bureau of crime statistics and research, Dr Tony Vasean, the director, emphasized that the report referred only to students who are continual users.

The report indicates that drug abuse is on the increase. In 1974 there was a total of 2,174 convictions, an increase of over 60 per cent from 1973. Between 1972 and 1973 the increase was over 27 per cent.

The report showed that over 94 per cent of offenders were under 30, and nine out of ten were men. But women accounted for more than one in four of those convicted of smuggling drugs.

The research, which used questionnaires, was by Dr D. S. Bell and Dr A. J. E. Rowe, of the Allen Clinic in Sydney, and Mr R. A. Champion, NSW health commission research officer.

TRAVEL

AUSTRALIA/NEW ZEALAND.

- All routes booked by air—some with overnight stop.
- By sea with your car accompanying you.
- Effects and Furniture packed, shipped and insured.
- Ask for quote and details.

LEWIS & PARTNERS LTD.,

Shipping & Travel Agents, (Established 1811), Cree House, Creechurch Lane, Leadenhall Street, London EC3A 5BL. Phone (01) 283 6454. And at main UK ports.

Sport

'Outstanding at 12'

Forty-eight young swimmers from England and Wales are competing in an international event in Holland this weekend.

The event, being held at Hengelo, will also be attended by swimmers from West Germany and Holland. The swimmers were all born in or later than 1962.

Among the British party is Diane Cox, the Coventry schoolgirl, who won four titles at the 1974 British Junior Championship at Leeds.

Diane, a pupil of Stoke Park Grammar School and a member of the highly successful City of Coventry Swimming Club, then captured the 100m butterfly, the 100m backstroke, the 100m freestyle and the 200m individual medley races. But this weekend she is only taking part in the 100 and 200 metres butterfly races.

She goes to Holland with high hopes of winning these titles, having worked tremendously hard over the past fortnight.

Her routine at Coventry Baths has consisted of swimming a total of 11 miles a day. She trained from 5.30 am to 7.30 am and again for two hours in the afternoon five days a week, plus two hours on Sunday.

Diane's dedication brought this tribute from her mentor, Hamilton Bland, chief coach at the club: "She has averaged 58 miles a week and

this probably is more than any 12-year-old swimmer anywhere has ever done."

Mr Bland, aged 32, a former mathematics and PE master at Rugby School and a coach to the British Olympic teams of Mexico and Munich, added: "She is the outstanding 12-year-old swimmer in Great Britain today."

Another of Mr Bland's charges, Kim Wilkinson, leaves for Geneva on Tuesday, August 5, to take part in the European Youth Swimming Championship—the biggest youth tournament of its kind in the world.

Kim, a pupil of the Nicholas Chamberlain Comprehensive, Bedworth, near Coventry, narrowly missed selection for the British swimming squad that took part in the world championship at Cali, Colombia.

She is regarded as the most promising young backstroke in the country. Her immediate aim, apart from doing well in the European event, is to win the 200m backstroke race at the British championship later this month.

City of Coventry Swimming Club are the reigning British age group (17 and under) champions. Another of their members is David Parker, who attends Bnlake School, Coventry, and is the captain of the Great Britain youth team. He also took part in the world championship at Cali.



Champions in the swim

Forty boys and a similar number of adults, including Henry Cooper and Joe Bugner, the past and present heavyweight champions, will be setting out on a cross-channel swim tomorrow as part of a drive to raise £100,000.

"The boys are in the team chosen by the National Association of Boys' Clubs and will be captained by Joe Bugner. Henry Cooper will lead the team of adults, all members of the National Association of Round Tables.

The proceeds will be shared by the NABC, the Round Table and SPARKS, a sportsmen's organization to help research into crippling diseases.

Each swimmer will do a stint of approximately 20 minutes in the water on the way from Cap Gris Nez to Folkestone. The two boxes will do the final legs.

The whole operation is expected to take between 10 and 12 hours. First into the water in France, representing the Round Table will be Tony Webb of Nottingham, a descendant of the Channel swim pioneer Captain Webb.

Youngest of the boys taking part will be Ian Williams, 12, from Bodmin, Cornwall, and S. M. Hathway, 14, from Bristol. The older boys are 18, which is the age of the younger Round Table swimmers.



Dr H. Pitt, vice-chancellor of Reading University, has been appointed chairman of the Universities Central Council on Admissions, in succession to Dr G. Templeman, vice-chancellor of University of Kent at Canterbury.

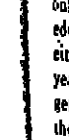
Dr S. H. U. Bowie, chief geoscientist of the Institute of Geological Sciences, is to be president of the Institution of Mining and Metallurgy in succession to Professor F. D. Richardson.

Professor Malcolm Skilbeck, director of the Education Centre, New Ulster, has been appointed the first director of the Australian Curriculum Development Centre in Canberra.

Miss Sara Selwood, a student at Newcastle University, has been awarded the Bursar Travelling Scholarship for 1975 to study ancient dentistry in Greece, Crete and Italy.

Mr Gordon L. Smith, who retired in February after 17 years as director of the National Deaf Children's Society, has been appointed first secretary of the Panel of Four, which represents the principal national organizations for the hearing impaired—the British Association of the Hard of Hearing, the British Deaf Association, the National Deaf Children's Society and the Royal National Institute for the Deaf.

People



Dr H. Pitt, vice-chancellor of Reading University, has been appointed chairman of the Universities Central Council on Admissions, in succession to Dr G. Templeman, vice-chancellor of University of Kent at Canterbury.

Dr S. H. U. Bowie, chief geoscientist of the Institute of Geological Sciences, is to be president of the Institution of Mining and Metallurgy in succession to Professor F. D. Richardson.

Professor Malcolm Skilbeck, director of the Education Centre, New Ulster, has been appointed the first director of the Australian Curriculum Development Centre in Canberra.

Miss Sara Selwood, a student at Newcastle University, has been awarded the Bursar Travelling Scholarship for 1975 to study ancient dentistry in Greece, Crete and Italy.

Mr Gordon L. Smith, who retired in February after 17 years as director of the National Deaf Children's Society, has been appointed first secretary of the Panel of Four, which represents the principal national organizations for the hearing impaired—the British Association of the Hard of Hearing, the British Deaf Association, the National Deaf Children's Society and the Royal National Institute for the Deaf.

Mr Gordon L. Smith, who retired in February after 17 years as director of the National Deaf Children's Society, has been appointed first secretary of the Panel of Four, which represents the principal national organizations for the hearing impaired—the British Association of the Hard of Hearing, the British Deaf Association, the National Deaf

LETTERS

Pros and cons of the register

Sir,—Wynford Jones's letter (July 18) is a good example of lack of communication to which I referred in my article (July 3) "Registering doubt". He has not understood what I wrote and has simply pursued his own train of thought. Nevertheless, I should like to attempt a reply to the points he made.

expressed no personal view of health visitors but stressed their importance and mentioned what I called the old image of them which I saw as dying out.

I put some of the pros and cons for a register of all injuries to children. The question of medical confidentiality is one issue in this. Compulsory notification of certain infectious illnesses, put forward by Wynford Jones as a similar register which is not howled at by the medical profession, is not relevant. There are many differences.

First, notifiable infectious diseases are not generally stigmatising. Injuries to children, each open to the suspicion of having been deliberately inflicted, do carry stigma.

Second, most cases of infectious diseases are verified or discovered within a day or two and a clearly beneficial course of action can then immediately be taken. This is not so with injuries to children: usually they cannot quickly be proved to be the result of battering or truly accidental. Therefore a clearly beneficial course of action is not always immediately possible and suspicion and stigma remain.

Third, notification of infectious diseases is confidential within the

medical profession and other health service employees trained in confidentiality and is not available indiscriminately to social workers or to the police, who do not have the same interest in prosecution as they would have in some battering cases.

Fourth, the patient whose infectious disease is being notified is not, generally speaking, going to mind because she is not going to be stigmatised.

What one needs to know about a register of all injuries to children is the proportion of parents who may be wrongly deprived of their children and how many lives are going to be saved. Registering all accidents would be a gigantic task and we need to know how it would save the child.

The dangers to children such as Steven Meurs and Maria Colwell are far too grave for us to close our minds to the possibility of improving professional practice in every possible way. The casework approach does not put children at risk as a poor second-second to whom or what Wynford Jones does not say—second I presume he means to parental figures or to the idea of the natural family. The casework approach, and I hope the approach of all who work with children is to see children both as individuals in their own right and as interacting with their environment.

I did not mention maternal deprivation. What I did mention in the sentence which Wynford Jones chopped in half in order to quote from it, was the effects of separation from, and loss of, familiar people and surroundings for whom attachment has been formed: pro-

test, fear, anxiety, anger, guilt, despair. There is plenty of evidence, for example in psychology and ethology, of short-term and long-term effects and for this may I suggest Wynford Jones consults M. Rutter *Maternal Deprivation Re-assessed*.

PATRICIA GOLDACRE,
120 Baltham Park Road,
London SW12

Sir,—I am the psychiatrist quoted in Patricia Goldacre's article. I gave my own opinion which is based on many years work with families of all types including batterers and potential batterers.

Doctors are as exercised as any other caring profession to find solutions to the whole battering question. When it comes down to hard facts, no battering family can be helped towards less violent patterns of behaviour without feeling total confidence in their helpers. Many families do want to change and do come forward for help already. Anybody who works as I do in child guidance clinics and with child care personnel will know how readily families who want help to change do come forward. One hint of leaving their names onto a central or local register and no more work could possibly be done with them.

What is needed is not insensitive blanket measures such as registers, but a much greater degree of inter-professional communication. R. C. BENJAMINS,
3 Broadrick Road,
London SW17

A proper self-image

Sir,—You must have earned gratitude of non-white teachers by publishing your thought-provoking special report on immigrant teachers and your balanced view of the situation.

One might wonder if it would ever come when we choose to think in terms of discrimination and parity: etc. and talk in terms of merit alone.

There is no denying the fact that prejudice cannot be legislated out of existence, although legislation can give the outward appearance of parity. The change has got to come from within rather than imposed from without. If at all a healthy change of attitude of an enduring nature is intended to be achieved in British society, this calls for mass education for which media has got to shoulder a heavy responsibility.

To me, the American view that a black child easily identifies himself with a teacher, sounds ridiculous. This is indicative of the narrow ideal in which a black American child is intended to be brought up. The other extreme that a black child in Britain has come to replace the white stereotype as

the proper norm from television and from books, shows the poor self-image that he has been led to build of himself.

Here one feels that it is entirely in the interest of the black child to have a new development of a minority group, developed by a minority group, to give it a proper self-image.

As far as white teachers are concerned I can say on the strength of my personal experience that they have been doing their best in this respect either by making awards or prizes or by giving prominence in our annual school dramatic activities to black children wherever they legitimately deserve. What the long-term effect of this policy on the personality patterns of the black child will be, I cannot say—but one can always hope for the best.

This does not mean that the parents of the black children should feel themselves completely absolved of their responsibilities. There is a moral responsibility to see that their children grow into self-respecting adults without any trace of colour consciousness or inferiority complex.

While I highly appreciate your insistence on racial parity in the classroom, the accent should obviously be on merit evaluated objectively and dispassionately. This implies

that I.e.s.s. should be willingly prepared to see a black or brown head of an all-white school if he or she has the requisite talent.

S. M. A. ISLAM

Sir,—Mark Jackson's report on immigrant teachers provides a good deal of information about a very complex situation. It was particularly refreshing to see that the inevitable statement about black kids needing black teachers to identify with was produced. Jackson outlines some of the very real problems associated with this polar view.

This very perceptive line was rather spoiled, however, by the comments about the unnamed principal of a college of education (did we really need to know that she was a woman?). Whilst accepting that there must be all sorts of doubts about whether her admission policies are effective in selecting "quality" teachers, I would suggest that there is even more uncertainty about the validity of selecting teachers simply because they are black or brown.

P. J. WORSLEY,
Lecturer in Education,
Sheffield University

Parental responsibility needed

Sir,—No one would disagree with Mr. Harding's viewpoint (July 13) that the 1969 Children and Young Persons Act is causing the juvenile courts to fail and is contributing to an increase in juvenile crime. But he has overlooked two points.

Children up to the age of 10 or even 12 can have custody and care of them by the parents and the court proceedings will be held between 12 and 17 juveniles and their parents know how difficult it is for the police to get an order in court and that they may be ignored, cautioned, fined, reprimanded and that supervision orders are ineffective. (What ever punitive action did a local court think they were having when they recently endorsed the driving licence of a 14-year-old in my school?)

The Act of 1969 intended to provide for the child who is beyond the control of the parents, but as in so many cases parents have absolved themselves from their responsibilities in seeing that children behave

and the Act has not the teeth to hold the parents responsible. Why not make parents fully answerable in the courts for the actions of their children up to the age of 10? Surely parents could be held responsible in law for payment of fines imposed by juvenile courts and be forced to give closer supervision of their children?

I suggest that many JPs as well as D. J. Harding are unaware of the fact that the procedures of juvenile courts are unworkable. In the proceedings of juvenile courts, parents are unaware of the court's powers and the court is brought to the court by the police. I am, however, pleased to provide the report, even though at times I have been asked for one. Just one hour prior to a police social service liaison meeting and very often have been able to provide relevant information previously withheld from the social workers. I have placed upon the social workers present any of all of a head teacher's report to the liaison Lincoln

meeting or to the subsequent court hearing. The practice may vary from one part of the country to another, but my suggestion is that the police should be invited to attend the liaison meeting or to my representative of the education service, BWO or educational psychologist, to give normally invited.

Thus a full picture of a child need not be presented to a juvenile court and it could well happen that a social worker would not recommend a juvenile to be taken into the care of the local authority, knowing that his department is already overworked or that the authority did not have adequate facilities for care or supervision of children. I suggest that a royal commission to investigate social work legislation, but there is a need for reform before any new legislation is introduced. I have no regard for the generation with no regard for the future. I am, however, pleased to provide the report, even though at times I have been asked for one. Just one hour prior to a police social service liaison meeting and very often have been able to provide relevant information previously withheld from the social workers. I have placed upon the social workers present any of all of a head teacher's report to the liaison Lincoln

Representing music

Sir,—The Incorporated Society of Musicians, with a membership of 7,000 professional musicians, includes in this number some 1,800 musicians teaching in schools, colleges and universities, of whom approximately 1,000 teach in primary and secondary schools within the state education system. The society is therefore vitally interested in the problems of and opportunities for music in this sector of education.

The ISM is conducting a long-term campaign to persuade the authorities of the necessity for two A level examinations in music—not alternatives, but two examinations (one mainly practical, the other mainly theoretical)—which will qualify for two A level certificates. Such an innovation would not only enable a student studying for the musical profession to submit these two A levels as a qualification for his higher education, but would encourage schools to allow more time in the curriculum for musical study—a benefit also for those other pupils who want to keep up their practical music making.

At the other end of the scale, the society's music in education section committee have drafted Guidelines for Primary School Music Teachers suggesting to them a musical standard for which to aim by the time a child leaves primary school. These are just two examples of specialist subjects covered by our specialist committees for music in education. As members of the ISM, however, music teachers in state schools find themselves part of an association which caters for musicians in all forms of institutions, state schools, independent schools, colleges, universities, conservatoires, private teaching, performing and composition.

I was present at the meeting of the Royal Festival Hall at which the mysterious announcement was made that Do you teach music? was not to be approved by the executive of ISM. More than 1,400 school music teachers were entitled to be there. About 20 of us were present and of these the great majority were from public schools. I am left with the feeling that it will be some time before the ISM, or any other organization, truly represents school music teachers when many more of them are actively participating in the affairs of such an organization.

R. G. A. SHERRATT,
13 Hall Road, Uxbridge

Gloom generation

Sir,—I was interested to read the short extracts of the Europe 2000 competition, and your editorial "Gloom generation" (July 18), in which you said "The entries as a whole are good, but they are not good enough to support for people who want to introduce future studies into the curriculum—not just as an end of term aside, but as a main focus for thinking about the world."

I agree with these views, and, in fact, feel very strongly that world studies should be a compulsory part of the curriculum for all secondary school pupils. I am now working on a dissertation which will investigate how much weight is given to the world dimension in secondary schools, and I invite information and observations from any teachers who may be developing, or have already fully established, such courses. M. K. WILSON,
President, Welfare Officers' Guild,
London Education Authority,
Inner London Education Authority

Putting the record straight

Sir,—Your article "Parity for EWOs" (July 18) may have been somewhat misleading on the point of the EWOs' role. It is true that, for the moment, it is a national position. However, stated in the article, the latest pay award for the basic grade education officer, (£2,921 to £4,160, plus 10% to London weighting) is on a par with school service authorities.

Of course many EWOs hold a Certificate of Qualification in Social Work and are fully qualified social workers. Work anywhere and are fully qualified social workers. It is a choice of the service and environment, the need is to cope with the frightening responsibility of the educational social work services which have been so lacking in the recent tragic cases of Maria Colwell and Tina Wilson. M. K. WILSON,
President, Welfare Officers' Guild,
London Education Authority,
Inner London Education Authority



"Well, fancy meeting my old careers master after all these years—a double yellow line!"

11
Design
Education

12/13
Wakfield
Court Rolls

14
Arts
features

15/17
Books:
the Fluoride
question:
industrial
relations

18/19
Resources:
reading:
school bookshops
children's museum

20
Forum

Learning by design

Bernard Aylward argues for a more central role in the curriculum for design education

It is no surprise that many responses to the discussion papers from the Royal College of Art Research Project, "Design in General Education", are apprehensive about the development of design education. There have been tremendous changes recently, not only in curriculum, but in school organization and social attitudes, so that a teacher's tendency to withdraw into defensive positions is understandable. Teachers of practical subjects feel particularly vulnerable, and yet they are often expected to venture into unknown territory without help or support.

It is no good blaming teachers for behaving in this realistic manner. It would be a useful exercise to find the basis for their fears, and it is to be hoped that some of these will be identified through the research project. It would be interesting to discover some of the hidden fears which are concealed by the words that are voiced and to demonstrate which are real and which imaginary. Above all, it would be helpful if the causes of the real fears could be examined so that appropriate action could be taken to deal with them.

Whole areas of important inquiry open up, and perhaps one day some of them may be investigated. Such a task is beyond the scope of the present project, and even further beyond that of this article. It would like to suggest how design education could be developed by willing teachers of the practical subjects and how this might affect their teaching and status.

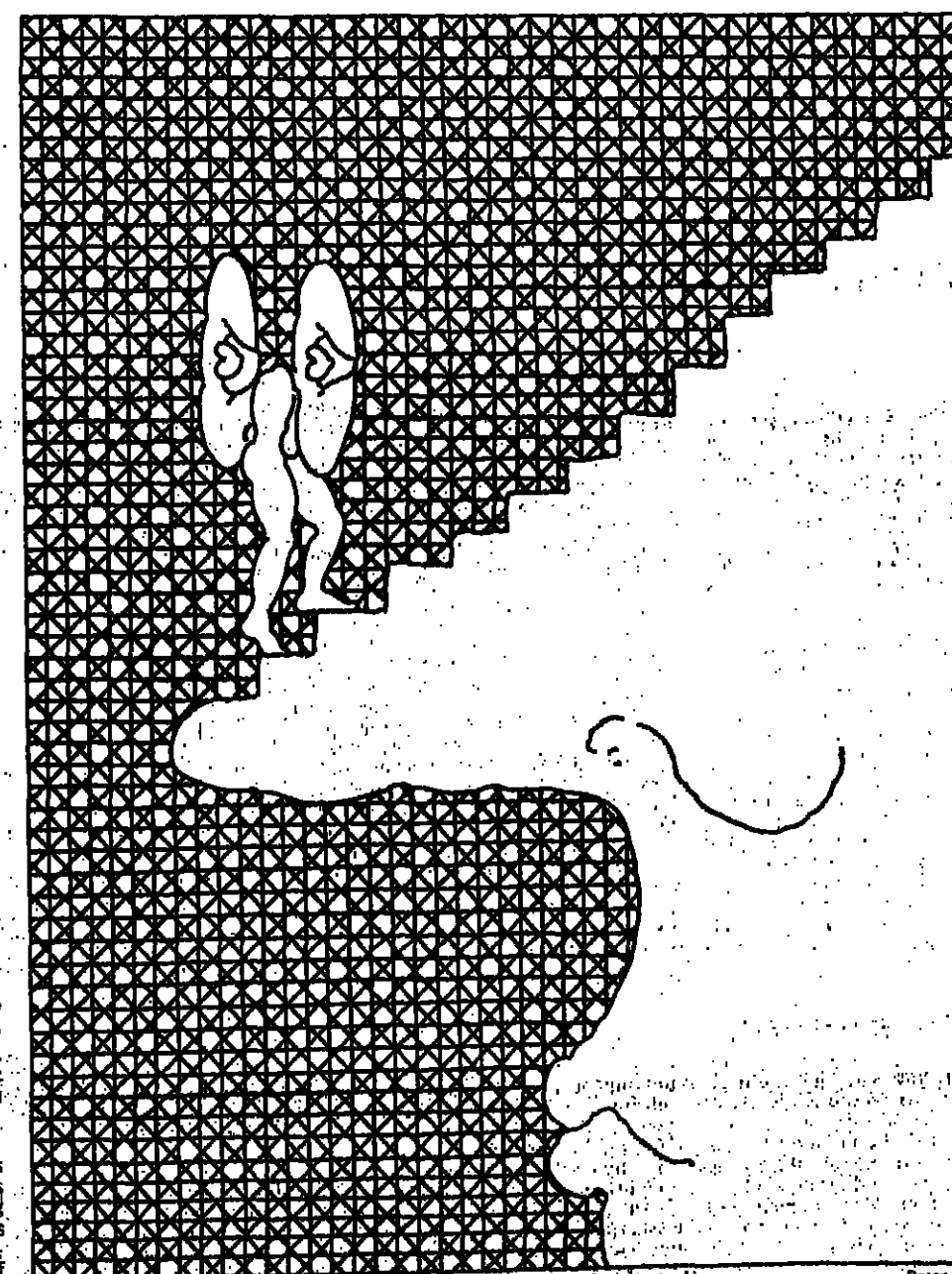
The second discussion area, the RCA discussion paper, quoted one saying: "Many schools are developing integrated courses in art and handicraft, and these may lead to lively work. But, unless they are leading (too) to a critical and informed appraisal of the way man deals with his environment, they are not 'courses' in design education."

Three discussion points were suggested: what status in secondary schools could lead to a critical and informed appraisal... and could this also be done in primary schools? should most practical work reflect the ideal, and does it suggest any specific approaches? how can practical experiences be related to society, and does this suggest a logical sequence or work in parallel?

The quotation, out of context, appears to be a challenge. But I wanted to challenge teachers to consider the point. There are compelling reasons why education must come to terms with the world as it is. It is a time of unprecedented change, and the approaches of an established society should be reassessed. The educational curriculum is no exception. Unless this is done, schools will be unable to help pupils cope with their changing roles in society.

Certain changes, taking place, are particularly obvious, important, and relevant to the teaching of design. The need for a new approach in working life; the need for a new approach in living in a man-made environment; one that is being shaped by design decisions. It seems obvious that an understanding of how design decisions are made. Quite the best way to teach that understanding is to practise the activity of designing. Fortunately this is a genuine first-hand experience that can be organized in schools.

Teachers concerned with developing design education have shown that varied activities that can take place in schools are relevant to



an understanding of the act of designing and also of interest to children. Most children show considerable interest in practical work. The interest developed is a powerful motivating force and, at a time when many schools are complaining of pupils' lack of interest, this is an educational potential that cannot be ignored.

Bruce Archer has pointed out the similarity between designing and learning. Close examination of good design work in schools reveals an astonishing illustration of many sound educational principles in practice. The work is of course, didactic, it is a practical first-hand experience that is relevant to the real world; it admits of success at different levels. Two bricks wrapped in decorative paper and an elaborate bookcase are both legitimate solutions of how to keep books tidy.

Another educational advantage of the design process is that it is concerned with both thinking and feeling; with intelligence and sensitivity. Modern man has tended to place these in watertight compartments and schools, with the harsh division between arts and sciences, have reflected this tendency. The result is that "art" is taken to be something apart from daily life, consisting of objects to be placed in galleries or at best hung on walls at home. We turn to the sciences to control our planning, as if sensitivity was unnecessary. It is tempting to ask if either the building of high-rise flats or the axing of socially desirable branch railway lines would have taken place if the science of cost-effectiveness had been tempered by the art of considering the well-being of people.

I would suggest that the arguments put forward here show the tremendous potential for sound education possessed by design activities. Both in general and in detail, they are so in line with both the needs of our pupils and the way we now understand that they learn that no educator can ignore them.

If we turn to how these lofty ideals can be implemented, more careful examination reveals no real stumbling block. Why, then, are teachers so apprehensive? It would appear that they often confuse methods with aims. Some of the methods used by design education enthusiasts have not always been well considered, though this is no different from any other area of curriculum development. Of course mistakes are made, but many teachers are learning by the mistakes and improving their methods.

One way to test the validity of my claim that the aims of design education are not in conflict with present aims is to get teachers of art, handicraft and home economics to write down their own fundamental aims in teaching. Quite obviously these are not to turn out, respectively, artists, craftsmen and skilled housewives, however important these activities may be as methods. The art teacher might emphasize sensitivity to visual things and a coming to terms with one's own emotions through expressing them visually. The craft teacher might list an understanding of materials, the acceptance of the need for functional competence, and an ability to plan a course of action leading to a desired result. The home economics would mention an ability to plan a suitable personal environment, consumer education and satisfying personal relationships.

If these aims are accepted it can be seen that they are all of the essence of good design practice. It is difficult to see how any objective thinker can claim that the development of design education means one of these important aims is lost. In fact it must, if done well, enhance them.

What it does do is to demonstrate the validity of the claim that these are the aims of practical teachers. In doing so, it places them at the centre of up-to-date education. Instead of therapy for the less able academically, or a relief for the over-burdened, academically, the practical subjects can provide a focus which brings together academics and less able, science and arts oriented pupils. This is not an over-optimistic dream, but something that has actually happened in a number of schools where equipment, heads' interest and staff ability have combined to make it a practical possibility.

Bernard Aylward is chairman of the National Association for Design Education.

Bourgeois form for a bourgeois audience?

Colin MacInnes on the art of novel writing in England



Left to right: Alan Sillitoe, George Eliot, Jane Austen, D. H. Lawrence, Charles Dickens

To discover the nature of the society he lives in, there are three methods anyone can use: through personal experience of it, the wider and deeper the better; from accounts given to him by those whose intelligence and objectivity he trusts; and then by studying works of art in the largest sense—books, plays, films, paintings, even television programmes, written or prepared by persons he finds, on the whole, to be reliable.

This latter category may be divided again into evidence that is factual, or fictional. Of the former there are histories, biographies, documentaries and photography; of the latter, drama, poetry, novels, or visual fantasies of various kinds. The rational mind will prefer the first, believing all else to be "invention"; while the imaginative will realize that truth can also be revealed by allegory, myth and legend.

Of realities about his life available in story, most have been conveyed by novels. Of course, "no one reads novels"—they never have, throughout the 300 years or more of their existence, though what is really new, is that the well-educated, and the rational, despite them. For the novel is a fanciful, demotic form, which appeals to those with few pretensions to fine culture, and who prefer a fabulous to a factual vision of their world.

Within this haphazard, all-embracing form, which bears no ancient pedigree as do poetry and drama, wins no respect at seats of learning, and simply delights the millions who absorb its stories, "realities" of all descriptions can be found. In many—perhaps most—novels, the element of reality is slender: either because the writer himself has little grip on it, and his reader merely wants to enter into daydream; or else because the writer's vision is so far detached from the world, that his writing mirrors reality but faintly.

This leaves us, however, with a vast number of volumes, written by men and women of talent and sometimes genius throughout the past three centuries, that do effectively disclose the outer forms and inner feelings of the societies they lived in. We have only, for instance, to think of "the Victorian age" to realize that without Jane Austen, Trollope, Dickens and George Eliot (to name but these) our picture of it would be a partial and distorted one. Likewise, in our century, if Wells or Kipling or Lawrence had never been, the earlier years of it—despite the far greater mass of non-fictional evidence—would have seemed far more obscure to us.

Yet can it be said that fiction, whatever the diversity of theme its writers have used, and however varied their own social origins, has given us, in any century of its existence, a really total picture of the complex societies from which it sprung? More in the point, can fiction be said to give us, today, an even adequate portrait of our late twentieth century lives?

Before trying to answer, one should first begin by affirming that to give such a portrait is not the prime function of a work of art. Let us consider, by analogy and as illustration, the work of two great English painters: Hogarth and Constable. Now, un-

questionably, Hogarth tells us more about early eighteenth-century England than Constable does about the early nineteenth: indeed, unlike Hogarth, Constable is almost blind to the social drama—even the rural one, in whose scenery he specialized—that was surging round about him. Yet to one, for this reason, decries Constable as an artist, any more than they would Paul Cézanne for painting endless portraits of apples and mountains that are masterpieces, instead of portraying living street scenes like Renoir, or dramatic political events, as did Edouard Manet.

Nevertheless, since art is rooted, at some point however distant, in reality, and since the art of the novel, in particular, is traditionally a realistic one, we might expect even feel entitled to—a vivid picture of their age from the novelists, if only because of the great variety of their temperaments and social backgrounds. Indeed, it is apparent that we do expect this of them: not necessarily that they should all be naturalists, like a Zola, but that they should give us, as did the great Russians, not only their psychological and aesthetic revelations, but a positive portrait of our age, or what seems to us to be one.

Since the twentieth century novel, in this respect, is often compared unfavourably with its predecessor of the nineteenth, we might begin by asking how deep and wide a portrait of the Victorian era its novelists provided. For certainly, this was the "great age of the English novel"; so that we could expect this portrait to be a varied and profound one.

The sad fact is that it is not; indeed, one can be so dazzled by the achievements, and the apparently "universality" of the great Victorian novelists, as to miss the enormous areas of social life that they ignored, or only tackled tentatively. And this is not really surprising, as almost all these writers were bourgeois or petty-bourgeois; and since the vast majority of their readers were as well, they scarcely noticed that many social groups were described inaccurately, or not at all.

The chief protagonist of works of earlier centuries—plays as well as novels—had been aristocrats; and certainly these still abound in nineteenth century novels. Jane Austen, ever prudent, nibbles at this high life cautiously; Dickens also wavers, and George Eliot mostly writes where she belongs. But what of Thackeray and Trollope? They enter stately homes at the drop of a quill pen, and give us page upon page of lordly conduct and conversation. But do they ever do so at all convincingly? Surely, these characters are simply *hous* bourgeois with titles, and indeed, how could they have done other than guess, since until late in life, their social background gave them no realistic clues? Proust was to teach us later that, for a bourgeois-writer to handle the nobility, he must undergo a long apprenticeship; and in this respect, the only convincing nineteenth century portrayal of the nobly born is Disraeli's who, by the time of his later novels, had been moving freely among them for decades.

Then what of the huge majority at the other end of the social scale—the industrial

and agricultural workers? There are certainly rural and urban comics; servants, petty artisans and tradesmen; even attempts at soldiers, sailors, criminals. But mostly the proletarian portrait is either dim, or else a blank. And even in those areas of the novelists' social specialization, there are enormous gaps as well: where, for instance, in this great industrial era, are the portraits of captains of industry on the make? No; the Victorian literary picture is of the rural scene often idealized, as in Trollope, or else of the urban professional and commercial classes, and their hangers-on.

In our own century, if its writers are less "great" than those of the nineteenth (but then so, from the English point of view, is the century also), they have begun to dig wider, if not deeper. Lawrence gave us the first major authentic portrait from the working class; Wells lifted his petty bourgeois characters from the wings right on to the centre of the stage; and Kipling, almost uniquely, wrote of an empire which was not after all, a unity, yet which no one had written much of hitherto. At the same time, thanks to a generation of compulsory education, and better opportunities of higher study, a wider public has begun to read about this changing world.

Yet of recent decades, especially since the Second World War, our social life has altered so swiftly and drastically, that the novelists, as instant recorders of the social flux, have ignored many areas of change. Of course, as has been said, novelists, unlike journalists and sociologists, do not have a prime duty to examine changing social structures (not that these two sorts of factual writer have been outstandingly successful, of recent years, at doing this either). And for novelists to do so effectively, two sorts of writer are required.

The first is the writer who, being born into a particular social group hitherto lost to general notice, or even as yet unformed, can suddenly emerge and define it. For instance, of all the immigrant groups who have reached England in the past 30 years, the Caribbeans and Africans have produced many witnesses, the Indians and Pakistanis rather less, the Australians, South Africans and Canadians quite a few, but the Poles, Cypriotes, Maltese and Chinese, hardly any. Curiously, this instinct to describe an experience does not seem to depend on educational and linguistic background: for instance, the Africans, for whom English is not a mother tongue, write more fully and flexibly in it than do persons of groups of European origin, who are also frequently bilingual.

The other sort of writer who can reveal a new social grouping is he who, not being of it, can be absorbed into it fully enough to make his contribution valid. One should note that, to do this effectively, the life-style of the writer must in many respects alter; for the notion that an artist can, like a journalist, "do research" on a social group, and then write anything effective about them, is quite mistaken. It is an occupational disease of over-confident novelists to imagine they can do this: even Lawrence, so accurate about Nottinghamshire, and so intuitive in his descriptive understanding of foreign places,

came in grief when he tried to evoke, on no scanty an experience, the inner nature of Mexicans or Australians.

The writer of one group who aspires to describe another in fiction has thus to assume late himself somehow to it by hazard or, more perilously, intention. Organic assimilation can thus occur sexually (if the association is lasting), by occupation (provided this is not merely of a nine to six nature), and by disaster (as being in the forces, hospital, or a prison). An integration of this kind will give the writer authentic source-material which any amount of "research" from the outside would fail to provide.

Now, it seems to me that, even allowing for the greater size and diversity of their country, American writers abound who fulfil either one, or sometimes both, of these conditions for assimilating fresh social material. For writers in the United States come from a remarkable variety of social and ethnic groups; and when they "go native" to a scene that is not their own, they seem to do so far more naturally and profoundly. This may partly be due to their greater social mobility, and partly to their readership being more varied than ours in social and ethnic terms, thus encouraging the writers to embark on more varied, and less conventional, themes.

In England, however, the bourgeois novel about bourgeois life seems to be the norm; though greater eccentricity of social colour appears in crime and spy stories, if not all that profoundly. And the largest, and most inexplicable gap in the current English novel, is surely the paucity of valid books about working class men and women, the more so since, in the past decades, such great changes have taken place in working class prosperity and influence.

Dramatists—and working class actors—have recorded this more effectively, and proletarian pop poets have written not just for showbusiness, but for highbrow magazines. The reason often given for the lack of novel writers is that this is a bourgeois form for bourgeois readers; and that the whole cultural-educational set-up is conducive to the creation of a "fine literature" alien to working class aspirations. Considering the American example, where this sort of inhibition does not apply at all, this sort of me to be nonsense. For there is such nothing to prevent any number of successors to D. H. Lawrence from appearing, and who effectively this can be done, and that a public exists for writing of this nature.

Certainly, the theatre, films, television and variety, not to mention public poetry readings, make a more immediate appeal and writers with a working class background may not part of the reluctance to tackle a novel be less due to invented cultural prohibitions, than to a good dose of the slouch? If so, it does not seem to me good enough to blame the poverty of the English working class novel on all the imagined obstacles to creating it. Meanwhile, unless it does appear, to match the richness of the living material, we shall have to accept that in England, the novel was destined to rise and fall with the social fortunes of the middle classes.

Stirring it up

Richard Isloham on the fluoride question

Fluoride Question. By Anne Gotsche. Daresbury 13.50. P. 01653.

Strategy of the preventive dentistry, the triumph of dental disease is threefold: corresponding in the three factors necessary to its success.

Factors are, first, the attacking agent—the bacterial plaque which attacks the tooth surface; second, a favourable environment for its growth, supplied to the main by a diet rich in sugar; and third, a susceptible tooth surface, which is one physically and chemically vulnerable to the bacterial attack. To meet this, the dentist takes his patient meticulously through a series of plaque control, counselling and concentration, and, finally, the tooth surface is treated, usually by fluoride in various ways, to decrease its susceptibility to attack largely by inheritance.

Within the trio, there exist interrelations which demand a proper observation of the strategy. A high sugar diet not only nourishes the plaque but can by displacement decrease nutritional balance. Fluoride not only affects enamel structure but inhibits plaque growth.

Of the three weapons, general approval goes only to tooth-cleaning. Though, ironically, a recent statistical report showed that usual untidiness in toothbrushing has no effect on decay in children. Diet gets worse, but sugar has a mystique, usually the product of expensive advertising.

Sugar and spice is linked with things nice. Love is the sweetest of the love, and the love, and so on. A year spent on television channels they are not likely to be a feeble poster from the World Education Council.

In fluoride, though, that really is a bit, especially fluoride in water, for water, whether as the drinking water, or as the toothpaste, or as the polished surface of a car, has an even more potent status in our mythology than sugar. A proposal to modify composition to correct a supposed nutritional deficiency seems to be one of the most modern of our times. More, more varied than ours in social and ethnic terms, thus encouraging the writers to embark on more varied, and less conventional, themes.

Now, it seems to me that, even allowing for the greater size and diversity of their country, American writers abound who fulfil either one, or sometimes both, of these conditions for assimilating fresh social material.

For writers in the United States come from a remarkable variety of social and ethnic groups; and when they "go native" to a scene that is not their own, they seem to do so far more naturally and profoundly.

This may partly be due to their greater social mobility, and partly to their readership being more varied than ours in social and ethnic terms, thus encouraging the writers to embark on more varied, and less conventional, themes.

In England, however, the bourgeois novel about bourgeois life seems to be the norm; though greater eccentricity of social colour appears in crime and spy stories, if not all that profoundly. And the largest, and most inexplicable gap in the current English novel, is surely the paucity of valid books about working class men and women, the more so since, in the past decades, such great changes have taken place in working class prosperity and influence.

these are interesting questions, except that nobody is asking them in this country and still getting public subsidies for research!

The name of Nader is invoked more than once and seems to exert for Ms Gotsche an O'Grady-like authority. "As for the past, some of the best-known US makes were indicated (sic) by the FDA in 1970 for the false advertising claims that they reduce decay. Ralph Nader had a go at them in 1971." That must have been some year!

The David and Goliath framework has proved too seductive for the author to resist, and as we all know, Goliath has never had a very good press. Thus, the Goliath of orthodox dentistry, a chattering cur in the book for "frivolous scientific methods", for its "reckless way of misleading the lay public" and for "not being scientific enough".

Meanwhile, the David of unorthodox gets more indulgent treatment. Of Aslander, who claimed that "humane dentistry can prevent dental decay—totally prevent it..." we learn, "...his writing was not at all that scientific, but it made common sense, and it seems that it works."

In this novel epistemology then there is one sort of "scientific" that is more equal than another. While Goliath plods on in the established grooves of scientific method, David has more lively weapons. Take hyperbole for instance, "...dental plaque is found everywhere in nature..." Caries never occurs on the surface of teeth from teeth... "Children suffer from dental caries, of coloured discharging tablets..." children of two and a half are queuing up for dentures...

The italics are of course my own though others may find a holder description of these mysterious statements than "hyperbole". In an inexplicably batty digression about aluminium we come upon the following: "One brilliant dental surgeon is using an alumina compound for their making porcelain crowns. They are exceptionally strong and indistinguishable from real teeth."

Again, the italics are mine, and though I have made hundreds of these restorations I shrink from the accolade, depressingly aware that others have made thousands. Alas for Ms Gotsche's case, aluminium for Ms Gotsche's case, aluminium for a routine restoration for the past 10 years.

There are enough like selections to satisfy a future historian investigating some of the minor skirmishes on the fringes of the Two Cultures debate. For this is the real territory of the book. The masks of David and Goliath thin disguise the real gulf fixed between the Cultures so vast that it is usually bridged only by vituperation and bad temper. Occasionally, a polymath like Meda-

war or Steiner can open a civilized debate but these are rare human gems. We are so ill-educated that we cannot speak to each other, and if "The Fluoride Question" is the best that scientific journalism can do to explain a scientific situation across the Culture-gap, then perhaps we are better off with vituperation.

gating some of the minor skirmishes on the fringes of the Two Cultures debate. For this is the real territory of the book. The masks of David and Goliath thin disguise the real gulf fixed between the Cultures so vast that it is usually bridged only by vituperation and bad temper. Occasionally, a polymath like Meda-

war or Steiner can open a civilized debate but these are rare human gems. We are so ill-educated that we cannot speak to each other, and if "The Fluoride Question" is the best that scientific journalism can do to explain a scientific situation across the Culture-gap, then perhaps we are better off with vituperation.

gating some of the minor skirmishes on the fringes of the Two Cultures debate. For this is the real territory of the book. The masks of David and Goliath thin disguise the real gulf fixed between the Cultures so vast that it is usually bridged only by vituperation and bad temper. Occasionally, a polymath like Meda-



gating some of the minor skirmishes on the fringes of the Two Cultures debate. For this is the real territory of the book. The masks of David and Goliath thin disguise the real gulf fixed between the Cultures so vast that it is usually bridged only by vituperation and bad temper. Occasionally, a polymath like Meda-

GEORGE ORWELL

"The need for an Orwell is more acute now than it was a generation ago. But the tonic power of his writings is still available to anyone who has, or appreciates, an independent mind. It is not necessarily 1984 that his writings concern; it could as well be 1975" — *Time Magazine*

The following George Orwell titles are available in Penguin:

- | | |
|--------------------------------------|---|
| Novels | Essays, Letters and Journalism |
| Animal Farm 50p | Decline of the English Murder 45p |
| Burmese Days 60p | Inside the Whale 40p |
| A Clergyman's Daughter 75p | |
| Coming Up For Air 60p | The Collected Essays, Letters and Journalism |
| Keep the Aspidochelone 60p | Vol. 1 An Age Like This £1.25 |
| Flying 60p | Vol. 2 My Country Right or Left 50p |
| Nineteen Eighty-Four 60p | Vol. 3 As I Please 50p |
| | Vol. 4 In Front of Your Nose 50p |
| Autobiographical Writings | |
| Down and Out in Paris and London 50p | |
| Homage to Catalonia 60p | |
| The Road to Wigan Pier 60p | |

Available from all good booksellers or in case of difficulty order from J. Barnicoat (Falmouth) Ltd., P.O. Box 11, Falmouth, Cornwall, enclosing 15p per volume for postage and packing.

POETRY PICTURE BOOK

Alan Tucker

Seven Modern Poets. Edited by Geoffrey Summerfield. Penguin Education 80p. 0 1408 0115

It is a long but broken tradition of illustrated anthologies of English poetry. The first colour printed book, published in 1841, was Robert's Ancient Spanish Ballads. Then until Laurence Binyon's 1896 series, some superb editions of Christina Rossetti, John Keats, and Alfred, Lord Tennyson, as well as some of the best of our own poets, were rarely illustrated unless children or as a joke. The fashion for cheap paper in unbreakable covers was a revival of artist illustration by Piper, Minton, Peake and others in the late 1920s.

Now at last we are again beginning to find books of poems illustrated with photographs—a style the publishers experimented with for 20 years. But to check on an illustrated book of any kind, especially a book of poems, the publisher is what matter. Unless the care is taken in design to make the most of the illustrations, the book is a failure.

of the text, as in the excellent Borden's collections of French authors, then an illustrated book is a picture book. Nobody is going to read from a page next to an illustration they dislike.

Geoffrey Summerfield is the editor of *Unices and Junior Voices*, both of which have their appeal on photo illustrations. In *Worlds* he aims to encourage the interest of sixth-formers in contemporary English poetry. A note printed on the cover states: "Worlds is both an attractive book and an ideal introduction to modern poetry in Britain". The editor gives us an excellent selection of poems by seven poets, each introduced by a brief autobiographical note and a "poetographic essay".

Three of the most short lists of seven poets are: Ted Hughes, Charles Causley and Adrian Mitchell, all photographed by Ray Godwin. The Causley section would make a delightful booklet in its own right. Ted Hughes is also fortunate, with one particularly fine atmospheric double-page spread. However, *Worlds* is a basically tasteless production, with a poor cover, spidery title-page, and too much dense black text. There are no captions to any of the photographs, and those by Larry Norman and Peter Abramovitch to illustrate

the four remaining poets, Thom Gunn, Seamus Heaney, Norman MacCaig and Edwin Morgan, are grainy, newspaper-style exercises in pseudoliterary.

What is the point of photographs that would disgrace a holiday-maker's snapshot album? And who are all these people? It is easy to work out that the books must belong to Thom Gunn—they are obviously numerous hours. But who is Seamus Heaney, and what is he doing walking away from, and what is it we have just missed? In the end Edwin Morgan's shots? In the end all thought of poetry is ridiculed. Consider the spread of Adrian, who seems to have mislaid his teeth, reading to a roomful of occupational therapists and creative dance instructors, watched by flower arrangements and a sherry bar, a frozen memento of the new suburb.

For a magnificent example of a "photo book with poems" see Wildwood House's *Tao Te Ching* by Chia-Feng and Jane English. For an "ideal introduction to modern poetry in Britain", George Macbeth's *Poetry 1900 to 1965* (Longman) remains unchallenged. *Worlds* is worth buying for the background material and notes. Perhaps there will be a sequel daring to move further towards the coffee-table book, and at last turning our anti-hero poets into heroes?

18 Resources

Food for thought

by Nici Crowther

Thinklab, a Reading Motivator, developed for SRA by K. J. Weber Ltd. Science Research Associates Ltd, Reading Road, Henley-on-Thames, Oxfordshire, RG9 1EW. Price £23.55.

"All students—no matter what their apparent academic ability—can think." This is the philosophy behind Thinklab, a new reading motivator from SRA, which attempts to aid pupils' cognitive development, at the same time as giving them reading experience.

The kit consists of a series of cards, each of which contains a puzzle to be thought out and, if possible, solved. The puzzles are colour-coded according to type, and within each type they are progressively more difficult, so that, in theory at least, pupils will have a high rate of initial success with each new type.

Much of Thinklab seems to require an ability to think laterally, to look for the least obvious answer to a problem—what the teacher's notes call "tenacious and flexible thinking". A typical puzzle of the "perception" type is: "Two Russians boarded a bus. One Russian was the father of the other Russian's son. How is this possible?"

The answer, that one of them is a woman married to the other, is probably either immediately obvious, or is practically impossible to think out, or, as is the case with quite a few of these puzzles, known beforehand.

Other tasks, such as making five

"piggy" out of ten sections of fence, five triangles in a pentagon shape and working out the next number in the sequence, 4, 6, 7, 11, 18, (15) can more readily be solved by trial and error. Such puzzles often feature largely in schoolchildren's subculture, and for those who enjoy them, there is a great deal of fun and satisfaction to be found in Thinklab.

SRA have designed Thinklab specifically "to stimulate unmotivated, slower-learning students". An unmotivated pupil is by no means necessarily under-achieving, and Thinklab may well be absorbing and productive for a child who does not want to respond to academic projects.

For the backward reader, however, there are some problems. The level of the reading on the cards is given an American-based "grade equivalent" to the teacher's notes, but this means nothing to a British teacher who has no further indication of the reading standard of the cards. Thus, the words are mostly plain on the page, and the nature of the kit requires reading for information and re-reading, but the basic level of proficiency needed to digest the easiest cards seems relatively high.

Moreover, the reading becomes progressively more difficult from the first card to the last, and, by itself, Thinklab will surely not improve a pupil's reading by the equivalent of several years. It is possible, therefore, that slower readers may well fail to read the cards and so be restrained in their progress.

Access to art

Art historians interested in the work of Boris Bich (Dirk) de Louvain (1415-1475) now have instant access to any one of 13 of his paintings in nine different galleries throughout the world, and a choice of nearly 250 van Goghs. Together they form a tiny fraction of the 90,000 slides which cover all aspects of the line and applied arts in the Victoria and Albert Museum's slide collection.

The slides, in colour and black and white, concentrate on the history of painting. They have been available for loan since the establishment of the National Slide Loan Service in 1967. The service grew to its present size under James Strand, who started collecting when slides were large glass plates.

Applications for loans can be made in person or by post. The museum has eased the process of selection by publishing catalogues giving brief details of each slide. Those able to visit the collection can consult a visual index—an extensive series of miniature albums, subdivided into various categories, containing small prints taken from the slide negatives.

Borrowers have to use an official application form, giving at least 10 days' notice. The slides have to be returned as soon as they have finished with them. There is no charge but borrowers have to pay the cost of postage and packing.

National Slide Loan Service, Victoria and Albert Museum, London SW7 2RL.



Secondhand experience

by Nick Thomas

Storyboard. By Eric Williams. Edward Arnold, 25 Hill St, London W1N 8LJ. £2.60.

Storyboard is a pack of 48 large cards, each with two black-and-white photographs printed, one on each side. There are 24 different pictures, permitted so that each appears with four different companions. The aim, according to the packet, is to stimulate the creative imagination of secondary and middle school pupils.

However, on the whole, the chosen photographs are less than stimulating. Several show familiar urban scenes of the kind that attract a small, brief crowd—an ambulance, a minor fire, a demonstration, a film crew. Others are character studies—a stillholder, an old lady, a mother and baby, a policeman. They are pleasant and competent enough, but inconsiderable, the kind of photograph one sees on display in local newspaper offices.

These slightly stodgy images, then, are to be used as follows. The teacher deals out one or more cards from the pack to each child or group, and encourages them to speculate either on the personalities and background of the characters, or on the history surrounding "the photographs which suggest events". Sequences may be built up from pairs or larger groups of photographs. The pupils' speculations may be in writing, discussion, or improvised drama.

The possibilities, clearly, are endless. But one would expect that such an elaborate device has been developed not just as an arbitrary addition to classroom firepower but to meet an experienced need. What is being responded to is, apparently, a difficulty of invention and one must ask whether the difficulty is the pupils' or the teacher's.

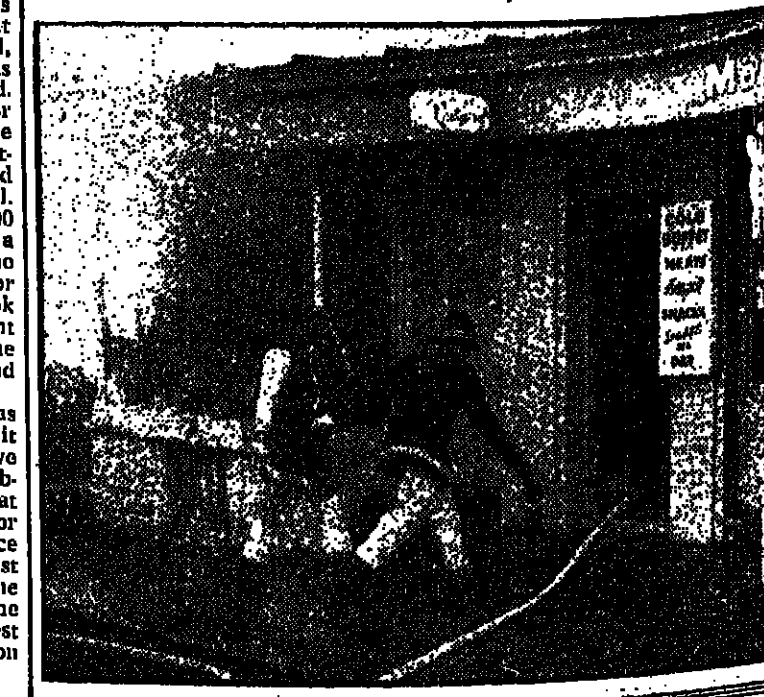
The invention of topics for art is not generally recognized as a difficulty in its own right, but this seems to be Mr Williams' concern.

In his notes he makes no comment on the problems—how to write an essay, how to improve a dramatic script, himself to the issue of subject-matter. Once we get then going, it appears, everything will be all right; the difficulty is to start the motor turning.

This is, admittedly, familiar in the classroom or at home. The child "can't think of anything to write about" (or to do). Mr Williams even suggests in passing that his kit will help to occupy children waiting for a previous project to be completed. But are we justified in taking this complaint at face value? Comparing it with the abundance of interest that children show in other sections, does not this sudden dearth of the wellspring represent a not fundamental resistance, a rejection of the activity rather than an inability to handle it?

A parallel suggests itself with the use of random subject-matter and permutatory techniques in contemporary art. This kind of innovation seems to be the ultimate inspiration of Storyboard; and here, too, there is an important distinction to be drawn between those works that come from a conscious rejection of traditional methods and those that conceal a fugitive incompetence, an evasion. It might be argued that the transference of watered-down, avant-garde techniques to the classroom is a similar evasion—a refusal or inability to face the real issues being raised by a child who "can't think of anything to write about". To fish for the class's interest with elaborate and expensive gimmicks is not a substitute for good teaching.

Mr Williams' Storyboard would probably work for any good teacher; but a good teacher will not need it, being able to spark off creativity by simpler means. The photographs, after all, show only the scenes of everyday urban life; there is nothing exotic about them. A teacher for whom the material of their own daily existence will find Storyboard no help.



19 Resources



Photograph by Harry Holt

A museum for children by children

by Irene Smith

Reigate Priory Middle School occupies the site of the thirteenth-century priory. Nothing of the Norman structure remains and little of the Tudor buildings, but the schoolchildren are encouraged to treasure what is left.

After the dissolution the Augustinian priory was granted to the lords of Eghington, who lived there for over a century and carried out the conversion from monastic to domestic use. It was occupied as a family residence from 1541 until 1941, and is now the property of Reigate Council who lease it to Surrey Education Committee.

This vital historical background is fully exploited in the children's museum which had been established in the priory. The museum, though biased toward Reigate in

the last century, has exhibits and information from outside this area and period. The main stock are old toys, costumes, pictures and maps, and general antiques. The museum is financed by a county grant and the proceeds from a school fête have enabled equipment, such as glass panels, to be bought.

Children are encouraged to bring as loan or gift any item which interests them. Nothing from a child is ever refused. Parents, older friends and senior residents also contribute, which fosters interest in the school and contact between young children and elderly residents. The museum is created for children by children. They are allowed to look at, touch and study objects on display, or borrow them for classroom work, plays, films, library and museum staff work

together to classify objects by the same identification system and a card in the appropriate library space directs to a linked exhibit. Children also contribute to the stock, enter the details in an accession register, help to clean and display objects, and write most of the "thank you" letters.

Museum studies for 16 classes on a rota system take place on two afternoons each week when the museum organizer, Mrs A. Ward, and another specialist assist class teachers. Children work in small groups.

The museum is also used by other schools on one afternoon of the week. This year there has been a weekly attendance of two or three large parties of school children. To stimulate interest

among local people, special museum meetings are arranged once a term to which children, parents and supporters are invited. An outside expert gives a lecture or a film is shown, and special events have been organized, including a conducted tour of Reigate's historic buildings for the Surrey Fieldwork Society, and the making of two films by Thames Television.

Exhibitions of selected items are arranged throughout term-time, lasting from two to eight weeks. They are open to the public and parties from other schools and are often linked with local or national events, such as a small collection of costumes on Queen Victoria's birthday and a Royal Lifeboat Institution exhibition to mark its 150th anniversary.

The school is kept in touch with museum matters by a newsletter, a weekly "spot" on its own closed circuit television magazine programme. And each class's personal representative gives personal reports. The town is kept informed by posters, the local press, and small displays by friendly traders.

Initially Mrs Ward (a fourth-year part-time teaching museum studies and religious knowledge) gained helpful ideas from other museums and museum loan services, many locally based. One or two mothers have given valuable voluntary help, and throughout Mr C. F. Price, the head, has supported this project.

Consumer education for book buyers

A recent meeting of people interested in setting up school bookshops emphasized the steady increase of the shops. Here FRANK LIPSIGUS looks at one wholesale business which is providing a service for schools

Turning school hours and school rooms to commercial uses has its controversial aspects but the notion of school bookshops has been embraced with enthusiasm (see TES 18.7.75, p. 5). Hanish Aird, of Radley College, where such a scheme has been initiated, describes how sales took off: "During the year I circulated a selected list of modern fiction which didn't have an earth-shattering effect on sales but several customers did express their appreciation. . . . My own favourite, H. E. Bates, has sold very well in the last two terms, and after I read *Travels with My Aunt* sales of Graham Greene at last began to get off the ground."

John R. Love, head of the English department at Duffryn High School, Monmouthshire, proved equally enthusiastic with his classes. "Reading to the class a chapter from a book from the bookshop shelves will often whet the appetite of potential customers. Also, groups are allowed to use part of an English lesson once a fortnight to browse in the shop and make purchases. This ensures that children who may have other

lunchtime pursuits, or who may have their dinner at home, will still be able to buy books and receive expert advice."

These testimonials and numerous others came in unolicited to Brian Coulson, head of Books for Students, a wholesale distributor at Godalming, Surrey. He has reprinted them in his regular mimeographed publication Bookshop Review.

Coulson, a bookseller, not a pedagogue, but he subscribes to the theory that buying books encourages children to read. He goes no far as to say that reading a bad book is better than not reading at all, and though his reasons for believing this are understandable, he can also point to teachers who agree with him and take the time to write to him about it.

"The philosophy of the shop was to provide a wide range of recreational reading for our clients, but I personally hoped that we would be able to develop wide sales in the serious fiction area. . . . From the start we decided to arrange books by sections: one of crime and adventure, four of fiction and classics, one of art, music and modern languages, one of literary criticism,

one of poetry and plays, one of science fiction, one of war novels, one of science, two of history and two of non-fiction."

Books for Students provides its service to schools with admirable efficiency and goodwill. Part of the same firm as Bookwise, which supplies Woolworths and other chain stores, it shares Bookwise's large Surrey warehouse with its three-quarters of a million paperbacks and 200,000 titles.

Considering the difficulty of getting rapid service from publishers—and even from major bookshops—the school trade should be grateful that a major book supplier is interested in the small orders in which Coulson's firm specializes. In return, Books for Students obviously has a captive market which masters exploit on its behalf. In public schools, particularly, leavers go to parents asking about a book-buying allowance, which in some cases is applied automatically unless the parents object by a certain date. The shops get a 10 per cent reduction on the retail price of books, which is increased as volume increases, and the supplier pays postage for orders over £10. And the figures mount up. St Edward's School, Oxford, holds the record sale of 1,990 books during a two-day exhibition period.

Exhibitions are another Books for Students service, whereby some thousand paperback titles in eight-rack stands are displayed and sold over a two-day period in a school. The travelling exhibition visits 500 schools a year and is manned by a Books for Students employee, who sells and takes orders. Junior schools get similarly equipped book fairs, though there is no attendant and no books are supplied at the school. They have to be ordered with the approval of parents.

In its quiet way, the firm has acquired a secure niche which is consistently maintains. In five years, book shops have been established in over 300 schools and what was originally meant primarily for independent schools now has twice as many state-school locations. Most surprising is the enthusiasm of the masters, who seem taken with the idea of translating student interest into cash sales, and Brian Coulson certainly has no objection to that.



A Nantwich school paperback bookshop

Synthesized sound and computer music

The Nonesuch Guide to Electronic Music. HC73018. £3.62. Computer Music. H71245. £1.85. The Wild Bull. H71208. £1.85. Silver Apples of the Moon. H71174. £1.85. Nonesuch. Brandenburg Concertos Nos. 3, 4, and 5. CBS 73395. £2.99.

Although the Nonesuch Guide to Electronic Music has been available for some years, it has not been superseded by a more comprehensive recorded introduction to electronic music. Consisting of two stereo records and a 15-page booklet, the recording explains some of the processes and techniques used in electronic music, and discusses the physical nature of sound. In order to fully appreciate the contents of the booklet, a basic knowledge of physics is helpful.

The text covers basic studio equipment, and its functions, signal generators, voltage control and modulation, filtering and its effects on waveforms, sound synthesis and electronic notation. There is a useful table of diagrammatic symbols, as well as a fairly extensive glossary.

The records include nearly 70 separate examples of electronic synthesized sounds, from a simple demonstration of different types of

waveform to the effects of ring modulation and the filtering of white noise. The records provide a basic vocabulary for those interested in this music, though the combinations and timbres of sounds are almost infinite. Although each example is clearly handed on the record, no commentary appears on the recording, which would be useful to teachers who prefer to use their own spoken introduction.

The record includes a short work apparently composed specially for the guide, with the clumsily named title *Peace Three*. This curious title *Peace Three* appears twice and the full score, a technical annotation, is printed in the booklet.

Contrary to popular belief, computers are rarely used in the composition of electronic music, but rather for its realization. Even able composers have only been able to specify the pitch and rhythm of notes, but the computer enables the composer to control all the elements of his composition.

Although the composers featured on Computer Music are well known in the United States, some of the music is really rather ordinary. Many pupils may have been more successful with a pencil and manuscript paper rather than an IBM.

Nevertheless, it illustrates the possibilities of using this type of equipment.

The Wild Bull, Morton Subotnick's composition for synthesizer, goes far beyond computer-realized music in terms of scale and expression.

Based loosely on a Sumerian poem from 1700 BC, the work has an overpowering feeling of pulchre, some how avoiding all the time-worn clichés of electronic music and appealing to the ear as well as the intellect. But pupils may be more appreciative of his *Silver Apples of the Moon*, significant in that this was the first full-scale composition for the record medium. Subotnick, perhaps the most exciting voice in today's electronic music, chose the title from Yeats's poem because it reflected the uniting ideas of the composition.

Electronic realizations of classical pieces have become commonplace, but it was as recently as 1958 that Walter Carlos released his first *Switched on Bach* which became the largest selling classical album of recent times.

The new CBS record includes his three Brandenburg realizations, and is essential for any teacher contemplating lessons on electronic music. Carlos is not only a master of the synthesizer, but he also has a deep understanding of Bach.

Broadcasting guide

School Broadcasting: A Guide for Teachers (BBC School Broadcasting Council for the United Kingdom) by John Lambert, assistant senior education officer of the council, is a practical guide for the inexperienced teacher who wants to use school radio or television broadcasts.

The 48-page booklet discusses different ways in which broadcasts can be used in the classroom, whether off-air or recorded. The technical guidance on the use of essential equipment is liberally illustrated with photographs and drawings, and assumes little or no technical knowledge. There is also some consideration of the general principles involved which will help teachers and schools to make the best use of broadcasts.

The final section contains case studies of classroom use. Schools included vary from the small primary to the large comprehensive, with its own media resources officer.

The booklet has been produced after extensive consultations with teachers, lecturers and advisers. School Broadcasting: A Guide for Teachers. BBC Publications, School Orders Section, London SE1. 50p.

Map storage

A suspension mechanism which ensures that maps and charts of various sizes remain vertical at all times, making storage and retrieval fast and easy, is announced by Polkore (Materials Handling) Ltd.

The usual way of storing maps is flat, in a conventional plan chest, folded in an office-type filing cabinet or rolled in pigeon holes. This subjects maps to much more handling and, consequently, damage. The Polkore system, it is claimed, eliminates unnecessary handling and so extends the life of the map. Full details from Polkore (Materials Handling) Ltd, PO Box 236, Esher, Surrey.

First aid films

The Order of St John's 1972 film catalogue *A Guide to Films on First Aid and Nursing* has been updated with the assistance of the British Life Assurance Trust for Health Education. The new edition includes other audio-visual material besides films and is called *A Guide to Films and Other Audio Visual Material on First Aid, Nursing and Allied Subjects*.

Available for £1 plus postage from Purchasing and Supplies Department, Order of St John, St John's Gate, Clerkenwell, London EC1M 4DA.

Shelley 136

Luck of the draw

by Vivien Holmes,
Bradfield Special
School, Chatham

One of Kent's educational showpieces is a nearly new nursery unit attached to a primary school. It is purpose-built, bursting with new equipment and well staffed.

Forty children can splash, paint, build, crawl, climb, slide, or curl up on a bunk and rest. The range of activities is endless, the atmosphere free and relaxed.

All the children are referred here because of individual difficulties or because of their home background. This unit is a rare exhibit in a county where teachers are being "converted" for nursery work, with no nursery units for them to go to.

On the next estate, the infant school takes rising fives. It has suitable equipment, an outside play area, a spacious classroom and abundant facilities for individual and social development. Yet there are drawbacks.

Instead of the nursery school ratio of one member of staff to 10 children, the class has one teacher to 20 or even 30 children. A rota of helping mothers now operates, but, before this, the teacher spent much of her time attending to shoes and overalls, quarrels and spills.

Some of the children in this class are ready for structured learning. Yet it is difficult to settle to more formal activities against a background of bustling, nursery-type play. The teacher must continually decide where to allocate her time and attention.

There are considerable parental pressures. Parents imagine that because their children are now in school, they should be getting on, doing sums, reading from a reading book, etc. The teacher must fight for the children's right to freedom and vital play experience.

There are pressures too, from

within the school. The inevitable window-dressing must be done: the under-fives must conform to school situations like assembly and play-time for which some are not ready.

The neighbouring educational division also gives some rising fives the dubious benefit of attending school a few months early, but it has no nursery units. There are, however, more than 50 privately organized day nurseries registered. These vary enormously.

Come to one of a chain of private nursery schools. Time: 9.45 am. Scene: A bare church hall; five tables of eight children—each table presided over by an adult who is busy packing away the various games and toys which had been given to the children on arrival. This takes quite a time, during which many children are doing nothing. Eventually, after numerous injunctions to sit up or be quiet, the register is called.

Two tables are now to paint; the other three will do their "busy books". The leader explains that every child is able to paint at least once a week. There are further delays while overalls are tied on and stencilled work books given out. Each child's page for that day is explained, and industrious activity follows. Letters and number symbols are traced and copied or picture outlines coloured in. All very systematic. Development of children's awareness of shape, colour, number, etc. All rather formal. All rather boring.

Meanwhile the painters have finished their allotted one painting each. They wait while painting materials and busy books are cleared away. Small bricks and cars are produced to occupy some of the children; others are on reading books. More delays until, with everything packed up, it is milk time.

So the morning grinds on. No sand; no water; no large toys or apparatus; no exuberance. Little chance for freedom, fun or even movement. A conformist child could spend the whole morning without moving from his chair. The more spirited children will in that time have crawled under their chairs or

table several times and maybe even managed a scuffle down an aisle. As an infant school teacher—and biased towards freedom—I find it a barren, sterile, and back to time. Yet there is a big demand for places at this type of school. Parents like it: the children "get on".

It seems criminal that some children should be deprived of a natural, creative and rounded pre-school experience through parental ignorance and the authorities' failure to provide the right sort of schooling.

Meanwhile, two miles away, a suburban pre-school playground is in full swing. Here there is a hum of lively activity. Children are dotted about singly or in groups at low tables, ensconced in the sand trays. Two children tentatively roll out dough, encouraged by a parent. One boy is fascinated by some structural mathematical apparatus, which he explores with a helper. The sound of free musical expression comes from a small adjoining room.

Train track on the carpet; inviting book corner; chunky crayons; big, bright beads. The group has been going for nine years and has built up a large and varied stock of equipment.

Soon we are all spilling outside on to the grass, where climbing frames, trampoline, slide, tri-cycles and footballs wait. Later some of the boys play their own kind of jungle game among the trees. Then they settle quietly to round off the morning.

For the 25 children it is a bargain at 30p each a morning. The three leaders are relaxed and unfussy. They do it "for love" and for a tiny fraction of the pay they would get for the same work in a state-run nursery school. And they have the additional chore of setting up all the equipment from scratch daily and stacking it away at the end of each session.

A morning here restores my faith in the worthwhileness of private educational facilities. In this area pre-school play groups are the most widespread and encouraging of the provisions being made for the under-fives.

Teaching in the open

by Fred Sedgwick,
Deputy head, and
Penny Allsworthy,
Greenway Primary County
School,
Berkhamsted

Most modern primary schools are designed on what is described as an "open-plan". No classroom is completely isolated, and most of the learning is done by children in units of 60 or 70 with two teachers and the possibility of some part-time and welfare help.

Few teachers are equipped by training or experience to deal with this new situation. Many senior posts in schools of this type are of necessity being filled by people who were taught at college that a classroom is an independent province and any other teacher trespassing is guilty of some kind of educational imperialism. Early professional experiences have usually confirmed this training.

Perhaps the ideal school will have four separate classrooms and two large units holding what would have been four classes. Such a compromise school would give the children varied experiences and allow a head some flexibility in the appointment of staff and in the arrangements he has to hand. We have recently been working in a school where an "annexe" was added to the modern main building but where the traditional architectural establishment

We have worked as a team during the past year, and we are keen to get down on paper our feelings and views about how our system has worked. One of us is a probationary teacher, the other more experienced. The probationer feels that although a good conventional primary school would supply plenty of support, having one's work discussed

and analysed "on site" is most valuable.

Another advantage is the comparison of personalities and skills. One of us is a scientist, the other's interest is chiefly in language; and then he brought to children is valuable. This happens less often than one might have expected, and any degeneration into a quasi-specialist situation is one of the dangers. This does happen in some "team-teaching" schools but it is a travesty of what the Hadow report meant, and a misuse of the building.

Two factors are necessary in our situation: one is preparatory discussion. A day begun without lengthy talk the previous afternoon is doomed to proceed, at best, in a pedestrian way and, at worst, in an appalling hazy ferment of wet hindsight of a succession of wet playtimes all occurring on the same day. This talk must involve discussion of individual children.

The other factor is flexibility. Sudden new circumstances in the school and, most important, the interests of the children make it imperative that the pair working together are confident enough to be able to change course at short notice.

We try to make sure that basic language skills are taught early in the day. We are aware of the widely held view that in our kind of situation such things as reading and spelling are only superficially dealt with, and we spend a good deal of time with individuals and small groups keeping a close eye on the work and correcting errors from the children's own work.

The same applies to number work. After the morning break, two or three ideas are presented to the children, some for a small group, writing and/or some practical maths involving measurement of some kind and accurate recording.

The afternoon is taken up with many things: swimming, art, individual topics, games, music, etc. The day always ends with the current novel or a short story, partly for fun, and partly for consolidation.

Only children put on weight

A survey of 800 schoolchildren in Kent has found that the number of only children in the family is the most important factor determining how well nourished a child is. Among only children, roughly one in five is overweight and under 3 per cent of no more than "fair" nutritional status. At the other end of the scale, 9 per cent of children with four or more brothers and sisters are overweight.

The most striking fact to emerge from the survey, carried out by doctors at St Thomas's Hospital, London, is that most children are properly nourished.

The number of children in the family emerged as the only important background characteristic to be associated with different levels of nourishment. Poverty was irrelevant. As family income fell, different foods were eaten—more sugar and carbohydrate, less fruit—but the children were just as fit. So were the children of working mothers, compared with the children of mothers who stayed at home. The only unusual category here were the children of widows, who were highly likely to be obese.

Analysis of the children's diets were analysed and offered little clarification for these findings. Diets differed a great deal more than the children's condition would have suggested.

Only children, for example, though more likely to be obese, took in fewer calories on average than other children. Average daily intakes for these two groups were 2,277 calories and 2,286 calories, respectively. Birth order produced significantly different calorie intakes. First children, in families of several children, consumed as much as 2,330 calories a day. Fourth and later children averaged 2,245 calories.

Influence of some social and environmental factors on the nutritional and nutritional status of schoolchildren, by Ann Jacoby, D. G. Altman, Judith Cook, W. W. Holland and A. Elliott, *British Journal of Preventive and Social Medicine*, vol 29, no 2.

Data

A suitable case for treatment

"Especially difficult" boys stand out among young offenders. They tend to start earlier, have long records of anti-social behaviour and of punishment—and "treatment" for that behaviour—have fragmented personal backgrounds and often end up, effectively, without a home to return to after years in institutions. They are the "chronics", the "untreatables" for whom only the gloomiest prognoses are offered in the reports of their various headmasters, social workers, probation officers and assessment centre psychologists.

Yet they are not a homogeneous group, says David Solberg in a recent study based on his research at Aycliffe Assessment Centre, County Durham. His research suggests that they fall into three fairly distinct sub-groups, each of which needs a different approach.

The largest sub-group, which made up 48 per cent of the "especially difficult" group among Aycliffe referrals, he calls the "aggressive unsocialized" boys. These boys are

characterized by aggressive behaviour—their offences are likely to be against people and property—by emotional instability and the absence of enduring personal relationships.

They are fiercely anti-authority and are difficult to approach. They will abscond given the least opportunity. Three-fifths will be clinically disturbed in some way, but personality problems are not the main difficulty. They are victims, rather, of a pattern of behaviour whose roots may lie in personality.

The second sub-group (which makes up 23 per cent of accounts for the "especially difficult" group at Aycliffe) are essentially characterized by personality problems. All this group had long histories of referral for psychiatric treatment. These are the "odd" boys, with curious obsessions and anxieties, often abnormally lacking in self-esteem and withdrawn. The greatest risk with this group is that they will kill themselves.

The last group (29 per cent at the centre) Solberg calls the "socialized delinquents". They were fairly "normal" in personality type and attitudes—and, superficially, easy to handle. They tend to come from criminal subcultures and will usually remain persistent offenders.

For the first group, Solberg has

no qualms about recommending a high security framework for treatment. This is essential, given their propensity for absconding. But while this group needs a sustained programme of psychiatric attention, the key to a successful outcome lies in support.

"The other 23 hours", as Solberg calls it, will decide whether the insight that a boy can gain into his predicament from psychotherapy is acquired or resisted. While the boy should be given the chance to establish relationships and learn to assess himself in new ways through new activities, the essential condition is that he should feel that the professionals in whose charge he is placed care about the outcome.

Much the same goes for the boys who are primarily characterized by personality problems, except the need for security is rather less and that for skilled psychiatric support much greater. Many boys in this group may need a highly sheltered environment.

With both these groups, says Solberg, the object of treatment should be to produce a reassessment of self in relation to the world to which the boys will sooner or later return—in short, to change the boy. With the third group, however, the only way ahead is likely to be changing the world to which the

boy will return. What the socialized delinquent most needs, he believes, is new contacts and new interests—and above all, a new way of evaluating the society he has known.

Instead of taking him away for a while, to get to know himself better, Solberg recommends that this boy should be exposed to community therapy. He should be put in a position where he will see society from a new angle. Amenable as boys in this group appear to be in the institutional setting, Solberg warns that working with this group is likely to be the hardest.

It adds up to a case for more choice of treatment than exist at present and for a high quality of assessment if the right option is to be chosen. The risk of failure, as now, will be high. Solberg brings out one interesting characteristic of the "exceptionally difficult" boy, which makes him to some extent a better bet than the run-of-the-mill offender. Almost without exception, this group were more intelligent than other boys at Aycliffe. Rather more, as a result, are likely to be able to appreciate the point of the treatment they will receive.

Especially Difficult Boys, by David P. Solberg, Aycliffe Studies of Problem Children, from the principal, Aycliffe School, Darlington, County Durham.

Informal talk means more work

Despite little direct contact with the teacher and ample scope for private conversations, pupils in informal junior school classrooms spend more than half their time doing the work they are supposed to be doing.

Systematic observation of six classrooms, in different schools, for six weeks showed that 55 per cent of the children's time was spent working. If work-related activities, like sharpening pencils, or waiting to see teacher, were included the proportion rose to 71 per cent.

This suggests, says Deanne Boydell, who directed the study, that

children have a considerable ability to engage in independent or group work with a minimum of supervision. Nonetheless, a great deal of the time was spent in conversation with other children, and only half this conversation was about work.

The classrooms varied greatly. A lot of chat did not necessarily mean high inattention. The class with the highest proportion of conversation—40 per cent of the class time—also got most work done while they were talking. However, this class also spent more time than any others with their teacher.

Least work was done in a class that was only slightly above average for total time spent in con-

versation. In this classroom, about a third of the time went on chat, and only a third of the chat was about work. The teacher contact figure for this class is also very low.

Distraction seemed to be an ever present problem. When the average child's time in class was analysed by activity, 71 per cent went in work or work-related activities, in the course of which some conversation took place. About 5 per cent was spent watching others working or listening to teacher talking to another pupil, and 2 per cent was spent day-dreaming. The remainder went on chat or play, during which very little work was done. As much as 14 per cent went on activities

more suitable for the playground. It is doubtful whether anyone got any work done while this was taking place.

Deanne Boydell is doubtful about the Plowden report's notion of children getting "the chance of discussing, and so understanding more clearly, what their problem is", in informal classes. Not much work, she says, was connected with work. Horseplay and wandering around were pure distractions. She is even doubtful about the extent to which members of groups helped one another.

"Pupil behaviour in junior classrooms", by Deanne Boydell, *British Journal of Educational Psychology*, vol 45, part 2.

Handicapped for relationships

Lesley Croome reports
on how an unusual
children's book
was put together

Mark's *Wheelchair Adventures* Camilla Jessel has presented the results of her research into the relationship problems of handicapped children. She has done it as a fictional story illustrated by photographs and hopes in this way it will have more impact and be more widely read than if it were presented as an academic thesis illustrated by graphs and tables.

The book was made possible through a Nuffield Foundation research grant and the work was carried out under the auspices of Community Development Trust, who were conceived by Camilla Jessel's previous book, *Let's Be Different*. In testing out ideas for the current book with children, she realized it was possible to talk quite openly about problems. "Children like to be told the truth and I found that using black and white photographs helped them to latch on to the reality of the situation."

Mark's *Wheelchair Adventures* traces the growth of friendship between a spina bifida child and other 10-year-olds and 11-year-olds who live in the same neighbourhood. Once they have established a good relationship they are able to include a more severely disabled spastic child in a project which they share for themselves. The story shows the breaking down of some of the barriers of distrust and ignorance which tend to keep the disabled isolated from the rest of the community.

However it would be wrong to suggest that this is a moralistic story or a blueprint for an ideal society. One of the book's functions is to provide children with factual information about two contrasting types of disorientation, as representative of the spectrum.

Equally important, it is a study of attitudes: the attitudes of people who have never come into much contact with handicapped children, and of the handicapped child's own family. It also shows the influence of the positive attitudes towards their problems encouraged in the children by the teachers, who are helping to equip them with the useful members of the community.

"There was virtually no previous research in this field," Camilla Jessel says, and so she evolved her own method. She taped interviews and spent a lot of time in schools listening and talking to children. Gradually she assembled a cast of characters. Then, on the basis of material previously gathered, she set up typical situations and "let them rip".

The children acted them out spontaneously and she was there with her camera to record the first reaction of a normal boy to the sight of some of his own age in a wheelchair. "That's no good, he won't be able to play football." Like much of the dialogue, Camilla Jessel did not invent this. When Brian lives on the same estate as Mark, gets to know him better he discovers that not only can Mark join in a game of football, he can also play the drums with professional virtuosity.

The two boys are evenly matched in intelligence. Mark is also extremely high spirited: "Brian with his younger brother and can hold his own with a gang of bullies. The boys make in the book, 'You're a baby of your brain', is apparently quite common. Adults can be still more damaging. The children voiced by a lorry driver in front of Mark in real life. "Children like that can't be put down," has not been included in the book, but there is a lady who says "Poor little cripple, they ought to keep children like that in hospital really."

The book is trying to point out that, apart from his handicap, Mark is in every other way a normal child. Hence his sister's comment: "I get cross with him sometimes because I have to do things for him, and because Mum fusses over him a lot. And she's always making out tragedies come round on the floor like that. But he's all right. I mean, he's a brother like anybody else's." "I'm a bit of a rebel sometimes but we're good friends."



Mark and the Markimers playing in the show for the old folks.

It is a little thing like the fact that he gets a lot more new clothes than really niggles on the surface at any rate. Camilla Jessel discovered through her own reactions that adults find it difficult to accept the disabled in the instinctive way that the children can. "It shook me when Mark got into a vicious fight with my son

Jeremy, and I had to ask myself why." Of the spastic child, Tessa, who appears in the book, she said: "I found her distressing because she is constantly moving, but my own young children took to her instantly and were far less disturbed than I was. While I was upset by the difficulties she has even in trying to feed herself, my son just commented in a matter of fact way 'She's a messy eater'."

Apparently the girls, Susan and Pearl, who befriended Tessa in the story, very much enjoyed pushing her around in her wheelchair and were really interested in the hand language she showed them. Children who read the book are also fascinated to try out the hand signs for the different letters of the alphabet which are illustrated in the photographs. Tessa's other means of carrying on the conversation is by typing her replies to the children's questions; they are also impressed by the stories and poems she has written. It is a major psychological point in the book that Tessa has something to teach the normal child.

"One unfortunate result of the present system," says Camilla Jessel, "is that children get shipped off by bus to a distant school and don't get to know the children in their own area. Tessa is a case in point, because she comes from Littlehampton and has to attend a boarding school in Croydon. One of my main purposes in writing this book is to suggest to children that they can get to know each other. I hope that it may help to dispel some misconceptions, although there is no substitute for actual experience."

In some parts of the country there are now weekly exchange visits arranged between special schools and other local schools in the area, enabling the children to join each others' classes. "Without such opportunities to meet, an artificial sense of being different is built up, and I don't think one can underestimate the damage that it does," Camilla Jessel said. She added that the mothers of handicapped children suffered particularly from a sense of isolation.

"I thought that it was a very sad comment that time and again when I talked to mothers they asked me 'What disablement does your child have?' They thought that I would not be interested unless I had a disabled child of my own."



Tessa, a spastic girl, communicates with her friends by means of sign language.



Join the academic numbers
every Friday

THE TIMES Higher Education SUPPLEMENT

Obtainable at newsagents every Friday—Price 12p

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education	24
Primary Education	23
Headships	23
Deputy Headships Senior Masters/Mistresses	23
Scale 2 Posts	23
Scale 1 Posts	23
Middle School Education	
Remedial Posts	24
English	24
Music	24
Physical Education	24
Other than by Subjects	24
Secondary Education	
Headships	24
Deputy Headships Senior Masters/Mistresses	24

Remedial Posts	24
Art and Design	24
Commercial Subjects	24
Domestic Subjects	24
English	25
Geography	25
History	25
Humanities	25
Mathematics	25
Modern Languages	27
Music	28
Physical Education	28
Religious Education	30
Rural Studies	30
Science	30
Social Studies	31
Speech and Drama	31
Technical Studies	31
Other than by Subjects	32
Appointments in Scotland	32
Junior Sixth Form Colleges	32
Scale 1 Posts	32

Special Education	
Headships	32
Deputy Headships Senior Masters/Mistresses	32
Heads of Department	32
Scale 2 Posts	32
Scale 1 Posts	32
Independent Schools	
Headships	33
Deputy Headships Senior Masters/Mistresses	33
Art and Design	33
English	33
Geography	33
History	33
Mathematics	33
Modern Languages	33
Music	33
Pastoral	33
Physical Education	33
Science	33
Speech and Drama	33
Technical Studies	33
Other than by Subjects	33

Preparatory Schools	
Art and Design	34
English	34
Geography	34
Mathematics	34
Modern Languages	34
Physical Education	34
Other than by Subjects	34
Colleges of Further Education	34
Colleges and Departments of Art	34
Polytechnics	34
Universities	35
Colleges of Education	35
Adult Education	35
Community Homes and Associated Institutions	36

Youth and Community Service	36
Overseas Appointments	38
Administration	40
Local Education Authority	40
General	40
Child Care	40
Educational Psychologists	40
School Health Service	41
Librarians	41
Ancillary Services	41
Miscellaneous	41
English as a Foreign Language	41

Appointments wanted

Contracts and Tenders	41
Personal	
Announcements	44
Exhibitions	44
For Sale and Wanted and Postal Shopping	44
Holidays and Accommodation	41
Typing and Duplicating	44

Other classifications

Contracts and Tenders	41
Personal	
Announcements	44
Exhibitions	44
For Sale and Wanted and Postal Shopping	44
Holidays and Accommodation	41
Typing and Duplicating	44

Nursery Education

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
CHILDREN'S NURSERY CLARK
St. John's Methodist Church
Chesham Way, Stevenage
Qualifying nursery teachers required September. Experience in nursery education essential. Further details on request. Removal expenses may be paid.

LINCOLNSHIRE
HOLBECK FIRST SCHOOL
Experienced nursery teacher for new nursery unit opening September 1975.
Application forms from Divisional Education Officer, Lincoln, on receipt of a stamped envelope.

Primary Education

Headships

BERKSHIRE
NEWMAN BOROUGH
EDUCATION COMMITTEE
Nursery and Junior School
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

BERKSHIRE
NEWMAN BOROUGH
EDUCATION COMMITTEE
Nursery and Junior School
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

BERKSHIRE
NEWMAN BOROUGH
EDUCATION COMMITTEE
Nursery and Junior School
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

BERKSHIRE
NEWMAN BOROUGH
EDUCATION COMMITTEE
Nursery and Junior School
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

BERKSHIRE
NEWMAN BOROUGH
EDUCATION COMMITTEE
Nursery and Junior School
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

BERKSHIRE
NEWMAN BOROUGH
EDUCATION COMMITTEE
Nursery and Junior School
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

BERKSHIRE
NEWMAN BOROUGH
EDUCATION COMMITTEE
Nursery and Junior School
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

HUMBERSIDE
EDUCATION COMMITTEE
HULL DIVISION
MANLYSTON PRIMARY SCHOOL
Group 2
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

HUMBERSIDE
EDUCATION COMMITTEE
HULL DIVISION
MANLYSTON PRIMARY SCHOOL
Group 2
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

HUMBERSIDE
EDUCATION COMMITTEE
HULL DIVISION
MANLYSTON PRIMARY SCHOOL
Group 2
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

HUMBERSIDE
EDUCATION COMMITTEE
HULL DIVISION
MANLYSTON PRIMARY SCHOOL
Group 2
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

HUMBERSIDE
EDUCATION COMMITTEE
HULL DIVISION
MANLYSTON PRIMARY SCHOOL
Group 2
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

HUMBERSIDE
EDUCATION COMMITTEE
HULL DIVISION
MANLYSTON PRIMARY SCHOOL
Group 2
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

HUMBERSIDE
EDUCATION COMMITTEE
HULL DIVISION
MANLYSTON PRIMARY SCHOOL
Group 2
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

HUMBERSIDE
EDUCATION COMMITTEE
HULL DIVISION
MANLYSTON PRIMARY SCHOOL
Group 2
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

HUMBERSIDE
EDUCATION COMMITTEE
HULL DIVISION
MANLYSTON PRIMARY SCHOOL
Group 2
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

HUMBERSIDE
EDUCATION COMMITTEE
HULL DIVISION
MANLYSTON PRIMARY SCHOOL
Group 2
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

HUMBERSIDE
EDUCATION COMMITTEE
HULL DIVISION
MANLYSTON PRIMARY SCHOOL
Group 2
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

HUMBERSIDE
EDUCATION COMMITTEE
HULL DIVISION
MANLYSTON PRIMARY SCHOOL
Group 2
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

NEWHAM
EDUCATION COMMITTEE
HARROGATE AREA
HEADSHIP FOR THE FOLLOWING
SCHOOL: HARROGATE JUNIOR SCHOOL
Number on roll 24
Headship for September 1975. The school is a primary school with a nursery unit. The headship is a full-time post. Further details on request.

Classified Advertisements

The charge for advertising in all classifications is 32p per line (minimum 3 lines).
Display in classified advertisements £3.00 per single column cm (minimum 9.5 cm double column at £57.00).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to:

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8DZ,
by Monday for the following Friday's issue.

PRIMARY SCHOOLS HEADSHIPS

CENTRAL PARK JUNIOR SCHOOL
Central Park Road, London E6 3DV
(1975 on roll)
Required September 1975 or as soon as possible thereafter.

HEAD TEACHER

GROUP 6
BURNHAM SCALES
Plus LONDON ALLOWANCE £2351
Plus THRESHOLD PAYMENT £229.68

Application forms are obtainable from the undersigned (quoting TES) and should be returned as soon as possible.

J. S. WILKIE, M.A., Ph.D.
Director of Education

Education Offices,
Broadway, Stratford, E15 4BH.



Join the academic numbers every Friday

COMPREHENSIVE SCHOOLS

SCALE 1 POSTS

Applications are invited from **NEWLY QUALIFIED TEACHERS** for teaching posts in the following subjects:—

**MATHEMATICS
ENGLISH
FRENCH**

SCALE 1 POSTS, LONDON ALLOWANCE. Single vacancies exist in a number of other subjects.

Applications from newly qualified but untrained graduates who are able to offer Mathematics as a main teaching subject will be welcomed. These teachers will be able to obtain part-time release from schools in their first term to attend an induction course at the Teachers' Centre.

Application forms are available from this office and should be returned to the undersigned (quoting TES) as soon as possible. Education Offices, J. S. WILKIE, M.A., Ph.D. Broadway, Stratford E15 4BH. Director of Education.



Cheshire

HEADS & DEPUTY HEADS

SECOND DEPUTY HEADMASTER
Macclesfield Broken Cross Boys School (Group 9), Whitley Road, Macclesfield.
Headmaster: Mr P. Leyland

An experienced, well qualified teacher is required as soon as possible. This is a newly created post and applicants should be prepared to assist with the general administration and to undertake the duties of a Headmaster. The successful candidate will be responsible for the school's progress and will be expected to introduce a new system of management.

SCALE 1 POSTS

Blackfield County High School (Group 10)
Liverpool Road, Widnes.
Telephone 051 424 5038
11-16 Mixed comprehensive school.
Headmaster: Mr B. Williams, BA
Newly qualified and experienced teachers are invited to apply for this post. A scale 2 is available for a suitably experienced teacher. S.P.A. allowance £201 p.a.

FRENCH

Grange County Secondary School
Latham Avenue, Runcorn, Cheshire
New 230 pupils. Housed in a modern building which is to be extended to include a language laboratory.
Man or woman to teach French.
Assistance in housing may be given in certain circumstances.

TECHNICAL DRAWING

Re-advertisement.
Neston Comprehensive School
Rally Park Road, Neston, Wirral, Merseyside L64 9SL
Required for September 1975, Assistant Teacher for Technical Drawing throughout the school.
Course already established at C.S.E. O and A level.
Promotion prospects for suitably qualified applicants.
Please apply to Acting Head for details enclosing a stamped addressed envelope.

LANGUAGES

Wilde Dean High School
Birchfield Road, Widnes, Cheshire WA9 7TD
A vacancy exists for a suitably qualified teacher to take over the teaching of French and Spanish. The successful candidate will be responsible for the school's progress and will be expected to introduce a new system of management.

MATHS/SCIENCE FACILITY

Woodford Lodge Comprehensive School
Woodford Lane West, Winsford, Cheshire CW7 4BL
Telephone 0928 51118
This is a large, well-equipped and well-stocked school with 1,700 pupils. It is a comprehensive school with a strong emphasis on science and mathematics. The successful candidate will be responsible for the school's progress and will be expected to introduce a new system of management.

GENERAL SUBJECTS

Brierley St. Secondary Boys School
Brierley Street, Crewe
Required for September 1975, Assistant Teacher of General Subjects. The successful candidate will be responsible for the school's progress and will be expected to introduce a new system of management.

MATHS/SCIENCE FACILITY

Woodford Lodge Comprehensive School
Woodford Lane West, Winsford, Cheshire CW7 4BL
Telephone 0928 51118
This is a large, well-equipped and well-stocked school with 1,700 pupils. It is a comprehensive school with a strong emphasis on science and mathematics. The successful candidate will be responsible for the school's progress and will be expected to introduce a new system of management.

GENERAL SUBJECTS

Brierley St. Secondary Boys School
Brierley Street, Crewe
Required for September 1975, Assistant Teacher of General Subjects. The successful candidate will be responsible for the school's progress and will be expected to introduce a new system of management.

MATHS/SCIENCE FACILITY

Woodford Lodge Comprehensive School
Woodford Lane West, Winsford, Cheshire CW7 4BL
Telephone 0928 51118
This is a large, well-equipped and well-stocked school with 1,700 pupils. It is a comprehensive school with a strong emphasis on science and mathematics. The successful candidate will be responsible for the school's progress and will be expected to introduce a new system of management.

GENERAL SUBJECTS

Brierley St. Secondary Boys School
Brierley Street, Crewe
Required for September 1975, Assistant Teacher of General Subjects. The successful candidate will be responsible for the school's progress and will be expected to introduce a new system of management.

MATHS/SCIENCE FACILITY

Woodford Lodge Comprehensive School
Woodford Lane West, Winsford, Cheshire CW7 4BL
Telephone 0928 51118
This is a large, well-equipped and well-stocked school with 1,700 pupils. It is a comprehensive school with a strong emphasis on science and mathematics. The successful candidate will be responsible for the school's progress and will be expected to introduce a new system of management.

GENERAL SUBJECTS

Brierley St. Secondary Boys School
Brierley Street, Crewe
Required for September 1975, Assistant Teacher of General Subjects. The successful candidate will be responsible for the school's progress and will be expected to introduce a new system of management.

SECONDARY

Physical Education

continued

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

Scale 1 Posts

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

Other Posts on

Scale 2 and above

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

LONDON BOROUGH OF

REDBRIDGE

London Borough of Wandsworth THE ROYAL PHILANTHROPIC Redhill, Surrey

The above is a complex of three separate establishments on the same campus including a Community Home School, a Regional Assessment Centre and Intensive Care Unit.
Applications are invited for the following posts:—

COMMUNITY HOME

Housemaster/Housemistress

Single, resident or non-resident.
To join team of eight staff with special responsibilities towards the care and training of 25 boys living in a well appointed modern Home Unit. Qualified residential workers will be welcome to apply but applications will also be considered from suitable candidates who wish to gain experience and training in residential work.
Applicants should be keen to work with young people and be able to offer some experience in any kind of activity likely to have some appeal. Selling, recycling, games or outdoor bound adventure type courses would be particularly useful.
Salary: Within scale £2,007-£3,282 (qualification bar) £3,937. Eight weeks annual leave.
Accommodation: Spacious flat for single man in school or lives out in locality if preferred.

INTENSIVE CARE UNIT

Housemaster

To work as a member of a closely integrated team in the treatment of disturbed adolescent boys. He should be keen to assist in developing outdoor bound adventure type activities, sport or some form of handicrafts. Qualifications and experience in residential child care an advantage.
Salary: Within scale £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

MINISTRY OF DEFENCE BURNHAM LECTURER GRADE I

at
RAF COSFORD, NR WOLVERHAMPTON

Applications are invited from suitably qualified teachers to fill this post as soon as possible.

Applicants should have a degree in electrical/electronic engineering or physics. HNC electrical/electronic engineering equivalent. Previous teaching experience essential.

RATES OF PAY Salary will be in accordance with the current scales for Teachers in Establishments for Further Education, i.e. £1,869 to £3,633 per annum according to qualifications and experience. A pensionable allowance of £468 per annum will be paid for the slightly longer teaching year.

SUPERANNUATION The appointment is superannuable under the Teachers' Superannuation Scheme.

APPLICATION FORMS are obtainable from the Ministry of Defence, CM(S)4(L), Room 342, Lagoon House, Theobalds Road, London WC1X 8RY, and applications should arrive no later than 10 days from the date of this publication quoting reference AW/1371.

Do you want to take on extra work? Mentally Handicapped people can be a pleasure to work with

A part-time assistant Warden is needed to complete a team of staff responsible for mentally handicapped people who are put to work in the community. The day. Applicants must be experienced in taking responsibility for people's welfare and development.

Regular duties each week will be one or two evenings and early mornings including overnight sleeping in. Occasional weekend work by arrangement would also be required.

Hours by arrangement. Rate approximately £1 per hour for working times and £1.62 per night for sleeping in. Enquiries to Mr. Hillier, Warden, Woodside Hostel, 807, High Road, Woodford Green, Telephone 01-404 7336. Application form from Social Services Department, 17/25 Clementia Road, Ilford, Essex.

Redbridge

London Borough

ADULT EDUCATION Appointments continued

LANCASHIRE EDUCATION COMMITTEE ADULT EDUCATION Principal Group 2: £2,143 Group 3: £2,563

Recruitment from 1st January 1979 or as soon after as possible. We are looking for someone with vision, energy and initiative to develop and lead this purpose built residential college of adult education. The successful candidate will be responsible for the overall management of the college and for the recruitment, training and development of staff. The successful candidate will be responsible for the overall management of the college and for the recruitment, training and development of staff.

Community Homes and Associated Institutions

LANCASHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

THE URNAGE
Widmore, near Blackburn
TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

YORK MIDDLEBURY COLLEGE EDUCATION DEPARTMENT

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

YOUTH AND Community Service

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

BEDFORDSHIRE EDUCATION SERVICE CITY HOUSE

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

BEDFORDSHIRE EDUCATION SERVICE CITY HOUSE

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

LANCASHIRE EDUCATION COMMITTEE ADULT EDUCATION Principal Group 2: £2,143 Group 3: £2,563

Recruitment from 1st January 1979 or as soon after as possible. We are looking for someone with vision, energy and initiative to develop and lead this purpose built residential college of adult education. The successful candidate will be responsible for the overall management of the college and for the recruitment, training and development of staff. The successful candidate will be responsible for the overall management of the college and for the recruitment, training and development of staff.

Community Homes and Associated Institutions

LANCASHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

THE URNAGE
Widmore, near Blackburn
TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

YORK MIDDLEBURY COLLEGE EDUCATION DEPARTMENT

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

YOUTH AND Community Service

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

BEDFORDSHIRE EDUCATION SERVICE CITY HOUSE

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

BEDFORDSHIRE EDUCATION SERVICE CITY HOUSE

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

LANCASHIRE EDUCATION COMMITTEE ADULT EDUCATION Principal Group 2: £2,143 Group 3: £2,563

Recruitment from 1st January 1979 or as soon after as possible. We are looking for someone with vision, energy and initiative to develop and lead this purpose built residential college of adult education. The successful candidate will be responsible for the overall management of the college and for the recruitment, training and development of staff. The successful candidate will be responsible for the overall management of the college and for the recruitment, training and development of staff.

Community Homes and Associated Institutions

LANCASHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

THE URNAGE
Widmore, near Blackburn
TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

YORK MIDDLEBURY COLLEGE EDUCATION DEPARTMENT

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

YOUTH AND Community Service

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

BEDFORDSHIRE EDUCATION SERVICE CITY HOUSE

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

BEDFORDSHIRE EDUCATION SERVICE CITY HOUSE

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

LANCASHIRE EDUCATION COMMITTEE ADULT EDUCATION Principal Group 2: £2,143 Group 3: £2,563

Recruitment from 1st January 1979 or as soon after as possible. We are looking for someone with vision, energy and initiative to develop and lead this purpose built residential college of adult education. The successful candidate will be responsible for the overall management of the college and for the recruitment, training and development of staff. The successful candidate will be responsible for the overall management of the college and for the recruitment, training and development of staff.

Community Homes and Associated Institutions

LANCASHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

THE URNAGE
Widmore, near Blackburn
TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

YORK MIDDLEBURY COLLEGE EDUCATION DEPARTMENT

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

YOUTH AND Community Service

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

BEDFORDSHIRE EDUCATION SERVICE CITY HOUSE

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

BEDFORDSHIRE EDUCATION SERVICE CITY HOUSE

TEACHER (Qualified) - Reading and/or non-reading. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

Staffordshire County Council

Social Services Committee

Male Teacher (non-resident)

Chadwell Observation and Assessment Centre, 22 Wiggan Road, Lichfield which accommodates 24 boys and 12 girls.

Salary in accordance with Burnham Scale 1, plus £62 per annum Remand Home Allowance, plus £720 per annum Extraneous Duty Allowance.

An interest in woodwork would be an advantage.

Application forms and further particulars from the Director of Social Services, 69 Foregate Street, Stafford.

Closing date for applications: 13th August, 1978.

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF SOCIAL WORK REGIONAL ASSESSMENT CENTRE

TEACHERS OR TUTORS IN OUTDOOR EDUCATION OR PURSUITS (2 POSTS)

The Assessment Centre is based in an attractive modern building situated on the south side of the city and offers residential facilities to a group of 52 boys and girls (about 10 to be taken from the South East of Scotland who have been referred by the Children's Hearing Panels).
An annex to the centre by Loch Doon in Argyllshire has been established where it is hoped to offer Outdoor Pursuits as an integral method of assessing children's needs. This concept is in line with the current thinking in the field of outdoor education and will require persons of drive, imagination and a pioneering spirit, as well as the basic outdoor pursuit qualifications to bring this challenging idea to fruition. Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Director of Social Work, 100 George Street, Edinburgh, Scotland, EH2 2JN. Tel: 01-624 4371.
The closing date for applications will be two weeks after the appearance of this advertisement.

London Borough of Wandsworth

THE ROYAL PHILANTHROPIC

Redhill, Surrey

REGIONAL ASSESSMENT CENTRE

Applications are invited for the following posts:—

1. Teacher/Housemaster/ Housemistress

Excellent opportunity for qualified teacher (male or female), wishing to develop experience as a member of staff team concerned with the assessment of boys presenting a wide variety of behaviour and learning problems.

The Assessment Centre is responsible for advising Care Authorities and the treatment needs of these boys.

2. Teacher/Housemaster

Salary: £2,007-£3,282 (qualification bar) £3,937 + £150 special allowance. Eight weeks annual leave.
Accommodation: Modern three-bedroom house with full central heating and garage of moderate size.
Further particulars and application forms from the Principal (footscap SAE please) intending applicants will be welcome to visit by appointment, Redhill S24 6L, Ext. 25.

City of Salford

EDUCATION DEPARTMENT

YOUTH TUTOR

Burnham 3—£3,958 to £4,317.
Plus E.P.A. allowance £110 per annum.

A youth tutor is required for this thriving well equipped youth centre adjacent to Irwell Valley High School.

Applicants should have experience of youth work and must possess a teaching qualification. In addition to the work at the centre there is also some involvement in the work of Irwell Valley High School's Career Guidance, Counselling, Duke of Edinburgh Award Scheme, etc.

The post is permanent, superannuable and subject to normal examination. Commencing salary will be £3,958 p.a. plus £110 p.a. E.P.A. allowance. Please write for application forms to the Chief Education Officer, City of Salford, 103-105, Victoria Road, Salford, M6 6PU. Closing date: 15th August, 1978.

3½ Million people. 1 Million under 18 years. Over 2000 in community homes.

Who says the West's just a holiday playground?

It's not just the major conurbations that have the problems. The West Country cities have more than their fair share. We've sunshine and green fields too. But they can't help the children. You can!

There's more work here than we can cope with in a lifetime. But with more help from the people who care, a lot of lives can be changed.

The Councils of Avon, Cornwall, Devon, Gloucester and Somerset now form the South West Children's Regional Planning Committee. Together, they own and control over 100 Community Homes which can accommodate and care for more than 2,000 children of all ages.

These homes, which are situated in urban, rural and coastal districts, range from intimate

family type groups to larger, specialised places, including a number with education facilities on the premises. Every home is supported by medical, psychological and social work advice.

What is needed are people who can care for these children. Opportunities also exist for inexperienced and unqualified people with a genuine interest in learning how to work with children and young persons. In addition to caring for children we also care very much for our staff in terms of accommodation and holidays, etc.

Can you help? The challenge is immense, as are the opportunities to become involved with young people in need of care.

Both residential and non-residential appointments are open, with attractive career structures and salaries ranging up to £4,500 p.a.

For the very latest information on these opportunities, write or phone any of the following County Social Services Departments—

AVON C.C. Avon House North, The Haymarket, Bristol Tel. 0272-294951 ext. 367/368.
CORNWALL C.C. County Hall, Station Road, Truro Tel. 0872-4282 Mike Kitch.
DEVON C.C. County Hall, Exeter Tel. 0392-77977 ext. 508 R. Furlong.
GLOUCESTER C.C. Bearland Wing, Shire Hall, Gloucester Tel. 0452-21444 ext. 586.
SOMERSET C.C. County Hall, Taunton Tel. 0823-3451 ext. 510 J. Fellows, ext. 726 D. Chamberlain.



South West Children's
Regional Planning Committee

Overseas Opportunities

Swaziland

A small country in Southern Africa about the size of Wales; of great geographical contrasts.

TEACHER—AGRICULTURAL SCIENCE

To teach the subject up to 'O' level to High School students. Applicants, aged 25-55, should be trained graduates with experience in the prescribed duties of the post. Initial appointment for 21-3 years.

Salary: In range £2,880-£4,747 p.a. which includes an allowance, normally tax-free, in range £1,088-£2,233 p.a. Terminal gratuity 25% of basic salary.

British Solomon Islands

Situated in the Pacific Ocean just south of the Equator, where the climate is tropical.

MISTRESS—HOME ECONOMICS

To teach all aspects of the subject, including needlework and dressmaking, throughout the School and to undertake boarding school duties; to assist with curriculum development in a developing secondary system. Applicants, aged up to 50, must be trained graduates or have a very good diploma with at least five years' relevant teaching experience, preferably overseas. Initial appointment for 3 years. Salary: In range £2,538-£5,512 p.a. which includes an allowance, normally tax-free, in range £1,452-£2,984 p.a. Terminal gratuity 25% of basic salary.

Other benefits (all countries) include free family passages, and leave, children's educational allowances and subsidised accommodation. An appointment grant of up to £300 and an interest-free car purchase loan of up to £900 may be payable in certain circumstances. Superannuation rights may be preserved. Applicants should be citizens of the United Kingdom.

For full details please apply indicating post concerned, and giving details of age, qualifications and experience to—

Appointments Officer,
Ministry of Overseas Development
Room 301, Eland House, Stag Place, London SW1E 5DH



SOCIAL WORKER

(Post E.273)

£2,529-£3,474 p.a.

Required by the County Education Department at Bury St. Edmunds to serve the Western Area of the County.

The duties of the post require close liaison with the Educational Psychologists and Remedial Advisory Teachers in Schools, homes and the Education Guidance Centres. Family casework brings the Education Social Workers into close and daily contact with their colleagues in the Social Services Department and the other statutory and voluntary agencies.

A car allowance is payable.

Fringe benefits will include, in appropriate circumstances, 100% removal expenses; contribution towards legal or similar fees of up to £300; £120 settling-in allowance; and, where applicable, a lodging allowance of £10 per week with 2nd-class rail fares home once every three weeks—both for a period not exceeding four months.

Further details and application forms (returnable as soon as possible) from the County Education Officer, County Hall, Ipswich IP4 2JS. (Tel: Ipswich 55801.)

Suffolk County Council

Administration

Local Education Authority

AID GLAMORGAN

COUNTY COUNCIL

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

LONDON

UNIVERSITY OF LONDON

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

NATIONAL YOUTH BUREAU

on behalf of Consultative Group On Youth and Community Work Training

Invites applications for

Professional Adviser

for the Co-ordination and Validation on In-Service Training for Youth and Community Service Personnel.

A Panel, representative of all interests concerned, is being established to carry out this task on behalf of the Consultative Group at the invitation of the D.E.S. It requires the services of a Professional Adviser, a person appointed will have experience in the education and training of youth and community and allied workers and be able to make a professional judgment on the whole range of courses within the Panel's concern.

Salary within first four points of new H/F.E. Principal Lecturers scale (£5,940-£8,642).

Further details and application forms (to be returned by 15th August 1975) from: Director, National Youth Bureau, 17-23 Abilton Street, Leicester (0533 55811).

COUNCIL FOR NATIONAL ACADEMIC AWARDS

Administrative Assistants

Applications are invited for two new posts of Administrative Assistant. It is intended that the Administrative Assistant will primarily be concerned with maintaining links between the "academic" units of the Council's organization, headed by the Senior Assistant Registrar, and the central administrative services, in particular the Council's Information and Statistics Unit. Their duties will involve them in the preparation of data about courses which have been or are about to be validated by the Council, assisting in the compilation of statistics on courses and students and possibly some committee work. Applicants should preferably be either graduates following a career in Educational Administration, or persons who have already obtained relevant experience in an academic institution.

Salary on appointment will be within the scale of £3,251 to £4,787 (currently under review), including threshold and London allowance payments.

Further particulars may be obtained from the Secretary, the Council for National Academic Awards, 34/354 Gray's Inn Road, London WC1. Closing date for applications: 18th August, 1975.

Somerset

Education & Cultural Services Committee Careers Service

Senior Careers Officer

Area Careers Office, Frome Grade AP4/6 Salary Scale: £3,366-£4,085 per annum

Careers Officer

Area Careers Office, Taunton Grade AP2/4 Salary Scale: £2,528-£3,702 per annum

Applications are invited for the above two appointments in a Careers Service which was brought into operation in April, 1974, both posts being additions to the current establishment.

Candidates should preferably have had previous experience in the Careers Service and be appropriately qualified. In respect of the first post the nature of the work would be in an advisory capacity for academically able pupils and students.

In the case of the second post the minimum salary for qualified officers will be £2,863.

Application forms and further details available from the Chief Education Officer, Staffing (NT) Section, County Hall, Taunton.

Closing date: 20th August, 1975.

Health

COUNTY COUNCIL

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

